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ABSTRACT

This guide is directed to education program administrators and basic education teachers in Job Corps Centers to help them understand how their functions relate to those of the center and to federal regulations and policies, and also to pass on some of the program experience accumulated by Job Corps teachers and administrators during the last dozen years. The first two chapters outline the program, the policies, and policy sources which define the education administrator's authority and responsibility, whether such policies are specifically directed to the administrator or to the operating agency or corporation and delegated through the center director. They include what the administrator and teachers need to know to meet statutory and administrative requirements for a basic education program in the Job Corps. The last two chapters are directed to both administrators and teachers. They deal with basic teaching strategies and include recommendations, discussions, and suggestions for program improvement and enrichment. The section considers matters of general interest and concern, such as ways of introducing controlled variety into Job Corps education programs and improving the morale and motivation of both teachers and students. (Author/CT)

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Job Corps Education Program Guide

U.S. Department of Labor
Employment and Training Administration
Office of Youth Programs

ETA Handbook No. 401

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CE 020 394

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Field Operations

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JOB CORPS
EDUCATION PROGRAM GUIDE

ET Handbook No. 401

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PREFACE

This guide is directed to education program administrators and basic education teachers in Job Corps Centers to help them understand how their functions relate to those of the center and to federal regulations and policies, and also to pass on some of the program experience accumulated by Job Corps teachers and administrators during the last dozen years.

The first two chapters outline the program, the policies, and policy sources which define the education administrator's authority and responsibility, whether such policies are specifically directed to the administrator or to the operating agency or corporation and delegated through the center director. Although centers differ somewhat in organization, every effort has been made to include what the administrator and teachers need to know to meet statutory and administrative requirements for a basic education program in Job Corps.

The last two chapters are directed to both administrator and teachers. They deal with basic teaching strategies and with recommendations, discussions, and suggestions for program improvement and enrichment. The section does not duplicate the instructions in the major program manuals. It considers matters of more general interest and concern, such as ways of introducting controlled variety into Job Corps education programs and improving the morale and motivation of both teachers and students.

CHAPTER I

POLICY AND PROGRAM DESCRIPTION

1. The Basic Education Program

The most authoritative and explicit statement of policy for the Job Corps Basic Education Program is contained in the Code of Federal Regulations, Title 29, Subtitle A, Section 97a52 (Federal Register, v. 40, no. 211, Friday, October 31, 1975).

a. Policy. Operators of Job Corps centers shall establish and maintain the Job Corps Basic Education Program. Centers are encouraged to supplement and to coordinate the material and instruction for each corpsmember with his or her individual vocational program. Classes shall be small enough to allow for individual tutoring (29 CFR 97a.52a).

b. Program Description. The Job Corps Basic Education Program provides disadvantaged young men and women with the training in the reading and mathematics skills, work attitudes, and consumer awareness they need to find and hold worthwhile jobs and function as useful and productive citizens. It encourages them to attain seventh to eighth grade levels in reading and mathematics, as well as to master vocational coping skills and attitudes. For students who reach these basic skills levels and wish to continue, the program includes a preparatory course leading to a high school equivalency certificate and transition to more advanced internships and programs such as those in junior colleges.

The Job Corps Programs exemplify a systems approach to education, including provisions for multiple individualized entry, placement, and progress; independent teacher-assisted instruction; and objective measurement of achievement. These features are partly dictated by the characteristics of the Job Corps population and centers. Instructional programs are typically combinations of the most suitable commercial materials with materials and tests specially developed by or for Job Corps. The Job Corps tests, progress records, and teacher's handbooks organize what would otherwise be an assortment of commercial and noncommercial materials into sequential learning systems with specified objectives.

The programs take entering corpsmembers at whatever level and test, teach, and advance them as far as possible before they leave the center. The placement and instructional components accommodate individual differences in preparation and aptitude: the curriculum is designed so students work at their own pace and receive the instruction, tutoring, and remediation they need. Freed of some of the routine of preparing and presenting materials, teachers devote more time to helping students individually. Competition is deemphasized and individual growth encouraged through the specification of learning goals, needs, and proficiencies.

Programs typically include (1) a diagnostic and placement phase, (2) a study or instructional phase, and (3) a mastery, or exit-testing, phase. The systems approach requires that the instructional phase be broken down into small sequential steps followed by progress checks. Therefore, programmed books and similar materials are used extensively, supplemented by tutoring, remedial practice materials, and audiovisual aids.

The rationale of the systems approach is evident in the instructional sequence. To realize the objectives of immediate success, self-competition and intrinsic reward, proper initial placement is essential. The learner can interact successfully with the material only if the proper match is established at the outset. Diagnostic tests match student skills with instructional units. After each unit, corpsmembers take progress checks to demonstrate mastery. Successful completion leads to the next unit. If results show need for more work, alternative remedial or tutorial work is prescribed to present the content in a different way.

Though programmed learning is the dominant mode of instruction in some parts of basic education, one-to-one tutorial work is provided throughout, especially in the initial stages of beginning reading. The teacher serves as counselor, guide, and resource person and helps students move through the program at their own speed.

Entering corpsmembers vary widely in academic attainment. Many nonreaders enter the program along with a few who read at high school level or above. Although the average corpsmember has had nearly ten years of schooling, the average achievement level at entry is fifth grade in reading and math. Entrants have typically advanced a half-year in reading and arithmetic skills for each year of schooling, a rate which research indicates is not atypical for disadvantaged populations in employment and training programs. Individual differences are overshadowed by similarity in educational disadvantage and poor motivation, which constitute the main challenge facing the Job Corps basic education programs.

Reliable gains data on the use of the Job Corps Basic Education Program are difficult to obtain because of fluctuations in population size and problems with gathering and processing data from a widely dispersed and variable sample over a five-year period. Gains in reading and mathematics reported for the years 1968-1974 range from 1.3 to 2.5 months per month of instruction. Even if one takes the average gains of 1.7 months in reading and 1.9 in mathematics as the best estimate of actual gains, the results are better with the Job Corps program than the .5 gain per month, or one-half grade level per year, the same students made in school. Allowing wide margins for the effects of relearning and measurement error, it seems safe to say that students on the average progress more rapidly in the Job Corps Basic Education Program than they did before they entered.

The general policy statement for the Job Corps Basic Education Program encourages centers to supplement and coordinate the material and instruction for corpsmembers with their individual vocational programs. In addition to the required use of Job Corps developed reading materials referred to in the following section, the use of supplementary vocational materials and relevant auxiliary courses is encouraged.

2. Reading

a. Policy. The basic Job Corps Reading Program shall be outlined in a Reading Handbook to be issued by the Director, Job Corps, and to be used by all centers. It shall consist of three major segments: beginning reading, covering literacy skills from zero to the equivalent of school grade 3.4; graded reading, covering skills from 3.5 to 7.4; and advanced reading, covering 7.5 and above. Each of the major reading segments shall contain multiple graduated skill levels. A supplementary language and study skills program shall be provided as needed to enhance employability of individual corpsmembers. Such a supplementary program shall include at least speech improvement, vocabulary skills, grammar and usage, reference and study skills and letter writing (29 CFR 97a.52 b 2).

b. Program Description. The purpose of the Job Corps Reading Program is to enable corpsmembers to attain a seventh to eighth grade reading ability. The program is designed to accommodate corpsmembers who cannot read at all along with those who read reasonably well and to include trainees who learn readily as well as those who do not. The materials are primarily self-instructional, the teaching individualized, and the components range from the most basic through college levels.

As soon as possible after trainees arrive on center, though not the first day, they are given a brief reading placement test developed and validated by Job Corps. The results of this test indicate the approximate level of reading comprehension. Based on their scores, students are given one of several more finely grained group or individual diagnostic tests for appropriate placement into specific instructional materials, which are followed by regular mastery tests. Alternate tests and instructional units allow students to progress through the program as rapidly as interest and ability permit.

Corpsmembers who test below the third grade level enter a beginning reading class. A series of 15 programmed books using a linguistics approach gives corpsmembers slow but steady exposure to individual sounds and letters, to combinations that form small words, and finally to simple sentences. This linguistics program is designed to advance even non-readers to a third or fourth grade level. Students who are unable to recognize letters begin by working with an instructor on a one-to-one basis. Once started in the appropriate programmed instructional book, students proceed by reading, marking and checking answers, and taking short written and oral tests at intervals. At the end of each book they are given a comprehension test before progressing to the next book. Audio-visual devices provide supplementary practice in sound-symbol relationships.

Students can advance to the graded reading section from beginning reading or start there on the basis of placement tests. In graded reading, about 2,000 selections are distributed over a range of eight levels of difficulty, from approximately the third through the seventh grade. Selections are brief and are related to the interests and experiences of corpsmembers. Each selection is assigned a difficulty level according to a standard readability formula, and materials are classified into interest areas such as Sports, Jobs and Hobbies, Space Age, and Wild West. Graded reading provides a systematic introduction to a wide variety of self-pacing, commercially available reading materials, some developed especially for Job Corps. Most combine a brief reading selection with comprehension and vocabulary questions.

Feedback is provided to corpsmembers and instructors by comprehension checks and periodic teacher-administered advancement tests. Results are recorded immediately and visibly. When corpsmembers have read at least fourteen selections at a particular level with comprehension scores of 80 percent or better, they take a level advancement check and read orally for the teacher to determine readiness to advance.

Students are expected to participate actively in the learning process. They select and locate materials and correct their own tests. The teacher and teacher aides assist individual students as needed, functioning as roving diagnosticians and tutors who employ supplementary and remedial techniques as necessary.

The advanced reading phase of the program takes a trainee from approximately seventh through twelfth grade reading skills. It is structured like graded reading and uses similar materials written at higher levels. Corpsmembers enter advanced reading by placement test or after completing graded reading. Advanced reading also supplements the General Educational Development (GED) Program which is designed to prepare corpsmembers to pass high school equivalency tests.

The supplementary Language and Study Skills Program is designed to improve written and spoken English skills and to teach basic reference techniques. Study areas in the program include: basic language and vocabulary skills, grammar and usage, dictionary skills, and letter writing. Students can begin the program when they enter the first level of graded reading.

Like other Job Corps programs, language and study skills is individualized, self-instructional, and self-pacing. In most study areas placement and advancement are determined by a pre-test and post-test for each unit. A pre-test indicates whether students need work in a particular unit. If so, they take the unit and a post-test afterwards. Those who fail the post-test do remedial exercises before retaking the post-test in order to progress.

3. Mathematics

a. Policy. The Job Corps Basic Mathematics Program shall be described in detail in a Mathematics Handbook which shall be issued by the Director, Job Corps, and which shall be used by all centers. The program shall follow a skills sequence beginning with whole numbers operations and shall include fractions, measurements, decimals and percentages, as well as personal and consumer math. Instruction shall combine programmed workbooks and computational exercises (29 CFR 97a.52 b 2).

b. Program Description. The Job Corps Mathematics Program teaches a variety of computational skills essential to employment. Students having the ability to count from one to ten can enter this curriculum with special assistance. All students learn to perform addition, subtraction, multiplication and division with whole numbers up to seven digits; with fractions; and with one-, two-, three-, and four-place decimal numbers. They also learn to convert and use equivalent percentages, decimals, and fractions; to identify basic geometric forms; and to convert from one linear measurement system to another. Emphasis is on practical computational skills and applications rather than on mathematical concepts. Word-problem books in each operation plus a number of Job Corps Math Supplements improve program continuity and offer practice in applying computational reasoning skills to the solution of problems.

The skills approach enables students to experience success in computation early in the Mathematics Program and encourages them to continue working in mathematics until they can handle the math in their chosen vocational field and in day-to-day living.

The basic mathematics systems are divided into entry, instructional, and exit phases. The entry phase consists of a number of diagnostic tests to determine trainees' areas of deficiency. Performance on these tests places the trainee into the appropriate unit in the instructional phase. In general, for each component of the curriculum, there is a test which determines if a student enters instruction at that phase. Students continue to test on progressively more difficult units until they encounter their first point of failure, which determines where they enter the program. After the students complete the first instructional prescription and pass the appropriate Mastery Test, they take the next Diagnostic Test in the system. This process continues until a student has completed the basic mathematics curriculum.

Thus, like the Reading Program, the Math Program operates on an ungraded basis, with individual placement through diagnostic tests. Students are taught only the portions of the curriculum they need. Once placed, they progress at their own speed. They are continually required to make active responses to problem materials. At frequent intervals they take tests to evaluate performance and the effectiveness of instruction, and as they progress, they rely upon the instructor for guidance, evaluation of test results, motivation, and special instruction.

The instructional materials for the Basic Math Program consist of several programmed text-workbooks selected for: (1) low reading level; (2) interest to Job Corps students; (3) ease of use in a variety of learning situations; (4) simple and direct teaching design; (5) self-instructional format; and (6) clearly defined entry and exit points. Supplementary materials are incorporated into the program by means of a series of checklists. Additional exercises are available at all levels for review and remediation. During and after each skills unit, students take practice quizzes and tests which range from short progress checks on small segments of the program to more comprehensive unit and section tests covering large segments.

4. Advanced General Education Program (GED)

a. Policy. Each center shall offer the Job Corps Advanced General Education Program to prepare eligible corpsmembers for the American Council on Education Tests of General Educational Development (GED). The use of supplementary materials, particularly in mathematics, is encouraged. Qualifications for entry into the Advanced General Education Program shall be a skills level at or above that required for completion of the basic reading and math programs. Operators shall make arrangements with local testing agencies, usually State Departments of Education, for administration of GED tests and shall pay fees charged by such agencies when the corpsmember taking the test is currently enrolled. For all examinees who make qualifying scores, the center shall initiate application to the appropriate state for a high school equivalency certificate (29 CFR 97a.52 b 3).

b. Program Description. The Job Corps high school equivalency preparatory program helps corpsmembers achieve and demonstrate high school proficiency on the American Council on Education's GED tests and attain state certificates of high school equivalency where possible.

Emphasis is on learning basic concepts rather than test-taking skills, which are taught indirectly. The subject matter of the Job Corps General Education Program is divided into five major content areas: grammar and usage, social studies, natural sciences, literature, and mathematics. The program prepares students by improving reading ability, increasing vocabulary, giving experience at interpretive tasks, and providing familiarity with the subject matter areas covered by the curriculum. Complete mastery of subject areas is not expected.

The GED Program comprises approximately 20 units which encompass about 120 lesson booklets. If students demonstrate proficiency on the Screening Test for a particular unit, they need only take the corresponding Unit Test to receive credit for the unit. Theoretically, students can pass through the entire program taking only the Screening and Unit Tests without completing any of the lesson booklets and accompanying Mastery Tests. In practice, this is extremely rare, though many average corpsmembers complete the program without taking all lesson booklets. Program time is correspondingly reduced.

Each lesson is designed to be mastered in a period of an hour or less. Much of the specific lesson content is presented to expose students to words and facts that will increase their general information. Many science and social science lessons function as reading comprehension exercises with curricular content. Mathematics and English usage lessons develop specific skills. All lesson units focus on major concepts and the related words and facts. In the language components of the program, substantial mastery of common English usage problems is sought, since this is the most frequent point of failure on the high school equivalency examinations. Literature units contain excerpts from recent writing to give corpsmembers enough familiarity with literary forms to interpret them.

The program has been designed to require as little routine teacher attention as possible. Instructions for placement of materials are included in the manual along with detailed administrative directions. Once corpsmembers have become familiar with the organization of and procedures for taking the lessons and grading the mastery tests following each booklet, the assistance of the instructor should be required only when corpsmembers encounter content difficulties they cannot resolve themselves and when progress is to be recorded. Corpsmembers are encouraged to enter the GED Program after level eight of graded reading. Many centers also use standardized tests to verify ability to cope with the instructional program.

Most centers have been able to make satisfactory arrangements through State Boards of Education to schedule trainees for the GED Test. Although corpsmembers completing the preparatory program are sometimes under the minimum age requirements for certification in the state where the center is located, many states have waived or modified requirements. Results for the entire Job Corps population over the years indicate that approximately ten percent of those completing Job Corps have taken and passed the American Council's GED Tests.

5. World of Work

a. Policy. Each Job Corps center shall conduct a World of Work Program for all corpsmembers that develops constructive work attitudes and employability skills. This program shall follow the format of the basic program developed by the Director of Job Corps. The centers may augment this with other materials. The program shall include units on job attitudes, sources of job information, job application forms, interviewing, consumer education, and a final unit on exit readiness. Vocational instructors shall serve as consultants on structuring the World of Work course, in coordination with the education, health, and residential living staff (29 CFR 97a.52 b 4).

b. Program Description. The goal of the World of Work Program is to provide corpsmembers with the opportunity to learn the skills and behaviors necessary for getting and keeping a job. The center is viewed as a work world setting, and corpsmembers are given the chance to learn and practice appropriate behavior during enrollment.

Corpsmembers begin learning these skills as soon as they arrive on center. Because many need academic development, requirements for reading and writing skills are minimized. Early units of the World of Work are audio-based and deal with skills necessary for getting and keeping a job.

The major World of Work kit presents typical problems encountered by employees during the first few weeks on a new job. Company rules and policies and relationships with co-workers and supervisors present a series of problems few trainees have experienced. Through dramatic episodes and discussions, the program familiarizes students with the types of situations they may encounter and presents ways of avoiding or overcoming problems that can arise. Techniques can also be applied to the first few days on a Job Corps center, for many of the situations encountered are similar.

The kit consists of 14 cassette lesson tapes, six discussion tapes, student record booklets, and an instructor's guide. Tapes can be used individually, with corpsmembers proceeding at their own pace, or to the class as a whole, or with the entire group listening to a lesson and responding individually in their student record booklets. The four major topics are New on the Job, Dealing With Supervisors, The Rules of the Game, and Moving Up or Out.

The World of Work Program also includes sections on consumer education, supplemental skills, and exit readiness. The consumer education lessons are presented following the units on job readiness, after corpsmembers have an opportunity to improve reading skills.

The lessons on consumer education prepare students to shop more wisely and get value for their money, to be aware of the pitfalls of consumer buying, and to guard against fraud and unethical business practices. Especially developed for Job Corps, the consumer education units teach techniques for comparing products and services to find good buys; for dealing with stores, salesmen, and advertising media; for finding free or low-cost medical and legal aid; and for managing money. Thirty-nine hour-long units in varied media provide frequent changes of pace. Students read or listen to new information, answer questions, and check their answers as they proceed through the units. All necessary instructional content and directions are contained in each unit.

Progress is recorded on a unit score card, which stays in the classroom in a marked folder. When corpsmembers are working individually, the teacher functions as a troubleshooter, helping with questions on subject matter and procedural difficulties. Teachers also lead group sessions, help corpsmembers select units, and control test scoring and recordkeeping.

The supplemental skills section is offered and scheduled at the discretion of center directors. Exit readiness is a required review and reinforcement of essential job-finding, application, and interviewing skills shortly before scheduled program termination.

It is extremely important for corpsmembers to be skilled in these areas if they are to make a successful transition from the center to the work world and become competent consumers and successfully employed members of society. To insure that all areas of the program are completed by each corpsmember, instructors record progress on a "Student Performance Record for World of Work."

6. Health Education

a. Policy. A comprehensive health education program shall be provided to all corpsmembers as soon as possible after enrollment. Coordination among the center staff shall be arranged by the center director when responsibility is divided for different types of health education training. Sufficient time shall be scheduled to see that corpsmembers complete at least the following subjects, for which curriculum guidance shall be provided by the national office: (i) introduction: "The Importance of Health Maintenance"; (ii) "Nutrition"; (iii) "Dental Health"; (iv) "Obtaining Health Care"; (v) "Love, Sex and The Family"; (vi) "Reproduction"; (vii) "Venereal Disease"; (viii) "First Aid"; (ix) "Emotional First Aid"; and (x) "Drugs and Their Misuse" (29 CFR 97a.52 b 5).

b. Program Description. The goal of the Health Education Program is to establish a learning environment in which corpsmembers can develop their ability to make rational and informed health decisions relevant to their needs. The program seeks to encourage students to explore health concepts through group discussion. Most entering corpsmembers make health decisions based on limited knowledge; with informed understanding, their skills and self-confidence can be improved. Since many corpsmembers come from high-risk ethnic, economic, geographic, and occupational groups, the special health needs of these groups are considered where appropriate.

The course consists of 20 hour-long sessions on the ten topics in the policy statement. The Job Corps Health Education Program Coordinator's Handbook (JCH 330-C) contains directions for the instructor including use of teaching aids to help stimulate group discussion. Aids include films, slides, posters, and suggested questions and techniques to help prompt non-directive discussion. The program draws on previous student knowledge and presents information through visuals, speaking, and hearing rather than through reading.

Although the program can be given by resident advisors or counselors, it is taught by instructors in most Job Corps centers. The Job Corps Health Office recommends that a staff member be specifically designated as Health Education Program Coordinator to insure that the listed policy requirements are met. The course should be specifically scheduled for each entering corpsmember. The Health Office also recommends that center health staff and outside medical personnel be employed as advisers and guest speakers in presenting selected modules.

7. Driver Education

a. Policy. Trainees in vocations where the possession of a driver's license is essential for employment shall be given first priority in course enrollment. Those who will need to drive to and from work shall have second priority. The program shall be designed to meet the State licensing requirements for classroom and/or on-the-road training of the State in which the center is located. Centers shall pay the cost of such licenses for corpsmembers who qualify for them. Driver education trainees shall be qualified for Federal licenses in all cases in which they drive such vehicles (29 CFR 97a.52 c 1).

b. Program Description. The Job Corps Driver Education Program (ETH 410) establishes minimum standards for instruction. Center directors should appoint one or more qualified full- or part-time instructors who meet state requirements. Federal employees should be qualified according to the Federal Civil Service General Schedule for Education and Vocational Training (Series 1710-1712).

Forty hours of classroom instruction and at least eight hours of "behind-the-wheel" instruction are recommended, with a distribution of class hours that includes: approximately 60 percent on the driver and driving in traffic, 25 percent on the vehicle and the highway, and five percent on local traffic law.

The program encourages maximum use of visual aids, models, and exhibits and suggests that the instructor read and explain key passages for students with reading difficulties. All trainees operating government motor vehicles should have either (1) a valid State, district, or territorial driver's permit, or (2) a government driver's permit (SF 46). Corpsmembers ineligible for State, district, or territorial licenses for reasons unrelated to driving skills or driving record should be granted a government driver's permit only with the center director's consent after meeting the physical and medical criteria of the local licensing authority.

Corpsmembers granted a government driver's permit are limited to use of official government vehicles for official business only. The center should also have a formal program of safety inspection and vehicle maintenance to insure that all vehicles used for driver training or for official center business meet local licensing and safety requirements.

8. Bilingual and Multicultural Programs

a. Policy. Selected contract center operators shall develop and maintain bilingual programs for persons of limited English-speaking ability when such persons constitute a significant portion of their corpsmember populations. Guidelines to assist centers in the development of such programs are available from the national office. Such centers shall be selected by regional offices, in consultation with the national office, and provision for such programs shall be included in their contracts. Regional offices shall arrange for the assignment of selected applicants needing bilingual programs to the centers where such programs are available (29 CFR 97a.52 c 2).

Every Job Corps center shall conduct a structured intergroup relations program designed to reduce prejudice, prevent discriminatory behavior by staff and corpsmembers, and increase understanding among racial/ethnic groups. Technical assistance materials shall be made available by the Job Corps to assist in the development of this program. The program should include at least: (1) information for corpsmembers about the history and contributions of various racial/ethnic groups; (2) small group discussions about specific kinds of behavior or speech which may cause tension or misunderstanding among racial/ethnic groups; and (3) planned activities for leisure time relating to the customs and interests of a variety of racial/ethnic groups (29 CFR 97a.77).

b. Program Description. The goal of the Bilingual Program is to insure that corpsmembers are not denied entry into an education-vocational program because of language barriers. The program attempts to help students become literate in two languages and functional in two cultures. To insure that students not fall behind in basic education, the guidelines encourage teaching in both English and the native tongue so that students can become reasonably literate in both.

The provisional Job Corps Bilingual-Multicultural Program Guide includes recommendations for basic education and vocational training courses in both English and Spanish, development of an adequate English as a Second Language Program (ESL), use of materials in English and Spanish, use of trained native Spanish-speaking teachers and aides, and inservice training for teachers and administrators.

The guidelines recommend local development of: (1) curriculum content in Spanish which parallels the English curriculum; (2) a Spanish language course to teach or improve Spanish skills; (3) English as a second language to give Spanish speakers English-speaking skills, and to assist the transfer of the reading and writing skills from the native language; (4) cultural awareness, including history and geography, socio-economic development, the perspectives, education, literature and art of the Mexican-American, Puerto Rican, Black, Native American, and Anglo-American cultures.

Although the education department is not specifically charged with the intergroup relations program required of all centers, a number of bilingual centers schedule courses in ethnic heritage as part of the education program in conjunction with the residential living department, or independently as a center-developed program, depending on where responsibility is delegated by the center director.

9. Avocational Courses and Services

a. Policy. Avocational courses and services for corpsmembers should include a structured program of physical education, including rules, techniques, and practice in major sports. Center directors are encouraged to schedule it after hours whenever competent instructors are available (29 CFR 97a.52 d).

The center operator shall develop a recreational/avocational program to be carried out, for the most part, after class hours and on weekends and holidays. Corpsmembers shall participate in the planning and implementation of such activities. All recreation/avocational center programs shall include the following components whenever feasible: (1) cultural events; (2) sports and physical fitness; (3) arts and crafts; (4) community activities; (5) movies, live shows, and special events; and (6) reading and reference materials including a suitable stocked library, either on or off center, which is accessible on weekdays, evenings, and weekends. Each center director shall provide supervision, instruction, and facilities, either on or off center, for carrying out this program, utilizing corpsmember recreational aides whenever feasible. Tools, sports equipment, athletic clothing and related items shall be lent to corpsmembers on an as-needed basis and shall be returned to the center (29 CFR 97a.74 a-e).

b. Program Description. The only avocational course specifically mentioned in the policy statement is physical education, including rules, techniques, and practice in major sports. Since drowning is the second most frequent cause of accidental death, coming after death in automobile accidents, physical education is construed to include water safety and drown-proofing at all centers that have swimming pools or that are adjacent to open bodies of water.

A comprehensive listing of the major indoor and outdoor sports is included in the Job Corps Residential Living Manual (ET Handbook 404). Centers are encouraged to conduct these physical education activities so that they include instruction in the rules and techniques of the various sports and do not exist simply as unstructured activities with a football or basketball. Knowing the fundamentals of these sports provides an opportunity for developing a lifelong interest in perfecting skills, opens opportunities for intramural competition outside the center and helps manifest special talent.

Centers should designate a water safety director who has been certified by the Red Cross as a Life Saver or Water Safety Instructor and is responsible for coordinating or supervising such activities as: drown-proofing, the granting of access to facilities based on swimming tests, designating off-limits areas, providing lifeguards, lifejackets and the like. Insurance is the responsibility of the center director and administrative officer.

Though not specifically required by policy, all the enumerated avocational activities and services are advantageous to student morale and retention. They are frequently assigned to the education department either as a direct responsibility or for coordinated development with the residential living and guidance staffs.

Where centers have the staff and resources to establish an independent corpsmember library to provide a place for study, independent reading, and library research, responsibility for its establishment and maintenance is usually delegated to the education administrator. Libraries should be attractive, suitably stocked, and available to corpsmembers during evening and weekend hours as well as during the education days where staffing permits. Paperback books and magazines in display racks are often more appealing than shelves of hardcover books, but the library should contain a reasonable mixture and include some basic reference works, such as a set of encyclopedias, an unabridged dictionary, and a good atlas. Though some centers have obtained free books from libraries and used bookstores, book donation drives usually bring in disproportionate numbers of old and unsuitable books.

Reading and library use are promoted by encouraging corpsmembers to select one or two paperback books to keep, trade, or return to the library in exchange for other selections. No records are kept, the idea being to encourage free circulation. Since the center must budget a reasonable amount for replacements, the decision to adopt this free circulation method should rest with the center director and depend upon the financial resources of the center. Where funds are limited, a check-out/check-in circulation system can be worked out using corpsmember aides and volunteers to maintain the library and its records, or centers may sell paperback books at reduced prices in canteens.

Where time and resources permit, some centers have instituted center-developed avocational courses such as home and family life preparation. These programs are structured to provide essential information and skills for independent and family life for the employed person and include: grooming, choice and maintenance of clothing; food selection, preparation, and storage; selection, maintenance, and furnishing of residence; and, in some cases, child care.

Guidance for the development of other optional and supplementary avocational courses, with regional or Agency approval, can be obtained from the National Job Corps Division of Technical Assistance.

CHAPTER II

ADMINISTRATIVE POLICY AND RECOMMENDED PRACTICES

1. The Education Administrator

The education administrator, or principal teacher, is the ranking member of the center's education department, responsible for supervising teachers and managing a complex adult educational system that ranges from pre-elementary through pre-college instruction and that emphasizes practical academic competency and vocational training.

The center operator, through the center director, delegates authority and responsibility to the education administrator for: (1) enacting policies and practices related to educational personnel and training; (2) directing scheduling and accountability in the education department; (3) maintaining educational records and reports; (4) conducting courses according to program guidelines; (5) providing required educational materials and facilities; and (6) extending and linking the program with outside resources.

In addition to having intimate knowledge of the education program manuals, guides, and handbooks, the education administrator should know the regulations and recommended practices cited or discussed below. Although many of the following policy statements are directed to the center operator or director, only those have been included for which operational responsibility falls on the education administrator.

This guide does not attempt to duplicate information about program details contained in the program manuals themselves; for these the education administrator should consult the appropriate handbooks, manuals, and guides mentioned in the program policy statements and listed in the appendix.

Although the code of Federal Regulations does not include complete policy statements on establishing facilities and materials for housing and delivering the Job Corps Basic Education Program, policy is implied in the provisions directing establishment of these programs.

2. Education Personnel

a. Policy--Personnel Standards. The center director shall:

(1) Develop a written staffing plan which shall provide for an efficient and effective management structure, with clearly delineated lines of responsibility and authority. The plan shall provide for flexibility of staff use to meet clear and individual corpsmember needs.

(2) Recruit and hire only qualified staff. Teachers and health professionals shall be properly certified, licensed, or accredited, including certification, licensing or accreditation in the state in which the center is located. The regional office may waive this requirement for teachers in exceptional circumstances.

(3) Develop and maintain personnel management policies, including plans for hiring, supervision and evaluation of staff, in accord with specifications agreed to in the operator's contract or agreement with the Department. Federal Civil Service and agency regulations shall apply to centers operated by Federal agencies. Utilize the services of work study students, interns, volunteers or other types of supplementary staff only after submission of a letter of intent and obtaining the approval of such by the regional office. (29 CFR 97a.110).

b. Policy--Equal Opportunity. Each center operator shall:

(1) Obtain, develop and utilize the skills of minority group staff members, including women, to the maximum extent, with due consideration to the relative percent of minority group corpsmembers;

(2) See that women and minority group members are assimilated throughout various center organizational and responsiblity levels;

(3) Provide prompt, fair, and impartial consideration of discrimination complaints, pursuant to §97a.98 (29CFR 97a.111b).

c. Recommended Practices--Teacher Selection and Qualifications.

The policy requirements for personal standards and equal opportunity are clear-cut and emphasize flexibility of staff used to meet center and corpsmember needs, minimal standards for teacher qualifications and exceptions thereto, and provisions for use of interns and volunteers. The implications for the center education administrator should also be clear or should indicate responsibilities that require further definition through discussion with the center director.

The qualities and characteristics of the teacher in basic education programs for the disadvantaged have a particularly critical effect on motivation, learning, and retention. This fact has serious consequences for both the teacher and for the education supervisor who must choose Job Corps teachers. For the teacher, it implies an additional need for interpersonal skills, and for the supervisor a need to measure or estimate skills other than through credentials or even subject-matter knowledge. Credentials have significance for program accreditation as is described in a later section. But the close interaction between teachers and students imposes an additional need for consistency, emotional stability, tolerance, and sensitivity to student feelings.

The role of a teacher in the Job Corps Program requires the ability to understand and adapt to the problems of the socially, emotionally, and economically disadvantaged, and many able, and indeed superior, teachers lack the interpersonal skills and resources needed to establish the necessary rapport. In addition, the successful Job Corps teacher requires in special measure the remedial techniques and professional knowledge of the skilled teacher to compensate for the inevitable weaknesses of any instructional program.

Experienced public or private school teachers may have problems adapting to the Job Corps Program. They may require a longer period of adjustment and on-the-job training than novice teachers to accept the basic education programs as the primary mode of instruction. Nevertheless, these teachers can offer enrichment to the Job Corps students once persuaded that the Job Corps system has proven to be an effective approach with these students.

Possible monotony in programmed instruction also requires the teacher to be an effective motivator and an active, aggressive participant in each student's progress. Instead of completing records, refiling materials, and letting the system run itself, the effective systems teacher will be an active interventionist and a source of relief from the tedium of the printed page and constructed response.

Some of the implied qualities should be sought at the time of hiring or encouraged in making present teachers more effective:

(1) Prospective teachers should know or inquire about the Job Corps program and population. They should be committed to assisting the educationally and economically disadvantaged to help themselves and should understand the challenge of teaching the disadvantaged and what makes it rewarding. Applicants with negative stereotypes about the economically and educationally disadvantaged should obviously be avoided.

(2) Teachers should be sympathetic to and informed about the problems of poor youth; they should not be patronizing or unrealistic in their approach to problems they are asked to resolve. Innocent or uninformed benevolence can be as disastrous in the classroom as hostility or indifference.

(3) Although appropriate experience should be an asset in any applicant, professional training and experience are more critical in some program areas than in others. Beginning reading is one such area: a teacher with knowledge about techniques of individual diagnosis and remediation can help a recalcitrant reader make the initial breakthrough. Teaching experience with the disadvantaged in other program areas can also contribute significantly to identification and use of helpful supplementary materials.

(4) The greatest interpersonal effectiveness in encouraging learning tends to be found in teachers who are perceived as friendly, consistent, positive, flexible in interpersonal relations, as well as active and dedicated in the classroom. These characteristics are likely to have more impact on the motivation to learn than any stereotyped qualities of race, sex, or background.

(5) It is important that the teacher selected have abundant energy, regardless of age or sex. Physically and mentally active teachers are needed in Job Corps; teachers must be able to take the stresses of interpersonal conflict, discipline, and occasional extra duty while maintaining initiative in teaching and seeking ways of enriching classroom experience.

(6) Teachers should ideally have varied interests and hobbies upon which they can draw to enrich the lives and experience of systematically deprived young men and women. Skills shared with enrollees will provide a further basis for appreciation and identification and will enhance the presentation of academic subjects.

d. Recommended Practices--Accreditation and Certification of Staff.

In a 1966 field test of adult basic education systems, Greenleigh Associates concluded that certified teachers were not essential to effective teaching of disadvantaged adults. But the fact that high school graduates with high motivation and the right personal characteristics were found effective does not negate the point that experienced teachers with these qualities are likely to be the most effective teachers. Education administrators may want to consider the possibility of securing high school credit for part or all of the Job Corps Program. The administrator should consult with local school officials regarding local requirements for credentials to include in the list of teacher qualifications. Among the centers that have already obtained accreditation are both conservation and contract centers. Education administrators are advised to investigate their own options. Suggestions for obtaining program accreditation are contained in the section on administrative practices later in this chapter.

e. Policy--Staff Training. The Center Director shall provide necessary staff training based on a center-developed annual training plan. Staff training shall include, as a minimum:

(1) General orientation to the Job Corps program and its corpsmembers' backgrounds;

(2) In-service orientation on a regular basis; and

(3) Supervisory training.

The center shall maintain a record of training completed by each staff member. A copy of the record shall be placed in the relevant staff member's personnel file (29 CFR 97a.118).

f. Recommended Practices--Teacher Training. Selected persons with the appropriate qualifications will not by themselves establish an effective basic education program. The quality of instruction provided by a teacher who uses the basic education system also depends on specific knowledge and conviction. Thus the center or region should provide an organized and detailed training program.

Where possible, teachers and teacher trainers should participate in an initial discussion and formulation of training. Teacher trainees should understand the conceptual basis of the Job Corps systems approach to instruction, as well as how the major components are related to this conception.

(1) It is recommended that a training plan be formally prepared and written out before training. Accumulated experience in learning theory, ratified by recent research, emphasizes the need for a precise definition of goals and an analysis of the steps and means to be used in reaching them. The training plan should include these components:

(a) Adequate facilities and competent training staff should be identified.

(b) A timetable and training design including retraining as may be required.

(c) An outline of the training course, including the objectives of teacher training and basic education for disadvantaged adults. Elements should include:

1 Characteristics of the population--their incoming skills levels and functional needs in the vocations being taught;

2 The role of the teacher in the systems classroom;

3 The specific materials in the Job Corps Program, their purposes, and how they are combined to provide sequential skills development; and

4 Examples of effective and ineffective teaching techniques in each of the major program areas.

(d) Explanation of teacher trainees pre- and post-training performance and learning evaluation.

(e) Materials and resources for instruction.

(2) In training for the systems approach and programmed instruction, techniques for changing attitudes require special attention, particularly with experienced teachers who are accustomed to traditional methods of instruction. Opportunities should be built into the training for new Job Corps teachers to explore the possibilities for personal initiative and creative involvement in the learning laboratory environment. Teachers need successful role models and opportunities for personal discussion. Such experience is critical to establish a successful program and to develop and retain good teachers. Its promotion requires higher training skill than the rote presentation of tools and techniques; it must be carefully planned for if it is to occur at all.

Based upon regional reports, education department members have emphasized the following major training needs:

(a) Cultural awareness and ethnic group backgrounds

(b) Curriculum development techniques

(c) Audio-visual teaching aids

(d) Behavior management techniques

(e) Group communications processes

(f) Remedial education techniques

1 Theory

2 Methods and techniques of remedial instruction

3 Practical application

(g) Programmed instruction

1 Theory

2 Methods of developing and evaluating programmed material

3 Diagnosis of learning problems

4 Effective instructional design

(h) Driver's Education Instructors School

1 Methods of teaching

2 Safety aspects

3 Audio-visual teaching aids

(i) Program content and manual procedures review in all curriculum areas

(j) Professional currency--self-development courses and readings in educational trends

g. Recommended Practices--Staff Supervision. It is strongly recommended that detailed written policies for staff supervision provide for regular and periodic visits to the classrooms by the education administrator. Staff should be acquainted with their responsibilities for attendance; maintaining order and cleanliness in the education department and associated facilities; keeping equipment in good repair, supplies in adequate numbers, and educational materials in presentable condition.

These are properly regarded as minimal requirements for any suitably run educational program. They should not be interpreted as imposing a quasi-military atmosphere on the classroom or teachers or requiring that seats and students be continuously arranged in rank and file. As much freedom in classrooms is encouraged as is compatible with the orderly pursuit of instructional objectives.

The "Education Facility and Program Operation Checklist," the "Classroom Visitation Report," and "Program Materials and Records Check," included in the appendix to this guide, are recommended instruments for monitoring education programs and for maintenance of facilities.

The Visitation Report and the Materials and Records Check can be reproduced or duplicated and used by the education administrator as a basis for recording unscheduled classroom visits to assess teacher performance. If completed and filed several times within a year, they can provide an objective basis for establishing expectations and standards and serve as a basis for annual performance discussions. Developed at a Job Corps center by an education administrator, they have been effectively used to insure that program responsibilities are being met.

Consistent problems should be affirmatively handled by counseling and retraining in consultation with the center director and project manager when necessary.

h. Recommended Practices--Substitutes and Cross-Training of Teachers. To provide for emergencies caused by the simultaneous absence of several teachers and to maintain program continuity, the education program administrator should have a contingency plan for staffing classrooms, including a properly maintained list of back-up substitute teachers who can be available on short notice. Such a list can also provide a tested pool of teacher candidates to fill vacancies.

The availability of substitutes will naturally differ depending on the proximity of the center to urban areas, schools of education, and other sources of qualified teachers, but every center should have a contingency plan that details the most effective use of available resources to counteract predictable disruptions.

Though much of the Job Corps Basic Education Program deals with elementary basic skills which should be within the range of all teachers, there is a tendency for teachers to specialize in teaching a single subject such as reading, math, World of Work or even a subsection of these programs, such as beginning or graded reading. While this may be motivated by the desire of teachers to become truly expert in one phase of instruction, it limits Job Corps center flexibility in responding to changing enrollments which may also reflect changes in the basic education needs of corpsmembers. It also limits education staff flexibility in responding to teacher absences while maintaining the quality of instruction.

Excessive specialization often leads to staleness and narrowness in teacher interest and perspective that benefits neither the professional growth of teachers nor the students. It is recommended that the education administrator periodically rotate teacher assignments at least for short periods, and, where staffing permits, experiment with variants such as team teaching, combining classes for limited periods, and the like. The breadth and variety of such experience will challenge and stimulate teachers and increase their value in adjusting to necessary program changes.

i. Policy--Corpsmember Aides and Incentives. Each center shall establish and maintain its own incentives system for corpsmembers. Incentives shall include at least increases in living allowances, pursuant to section 97a.81 of this Part, special awards, and prizes, such as trophies and certificates for outstanding achievement in specific areas. The corpsmember government shall be involved in developing, operating, and evaluating the effectiveness of the system. Some incentives shall be geared to the improvement by individual corpsmembers in their own level of achievement rather than to their success in competition with other corpsmembers (29 CFR 97a.78 a-c).

Each center shall establish, with maximum corpsmember participation, an elected corpsmember government. Each center shall also establish and maintain a structured corpsmember leadership training program with staff advisors (29 CFR 97a.79 a-b).

Incentive increases in the monthly living allowance, based on time and performance in Job Corps, may be given in increments of $5 per month, up to a maximum of $50 per month (29 CFR 97a.83 f).

j. Recommended Practices--Corpsmember Aides and Incentives. As part of the overall center leadership and incentives system, it is highly recommended that corpsmember aides be used to extend the effectiveness of classroom teachers by assisting in individual remedial practice, tutoring, taking the class roster, rearranging and indexing instructional materials, and so forth. They can be recruited, suitably trained, and compensated to provide leadership skills and service.

Student aides can be of particular value in beginning reading classes where their employment provides a specific form of remedial assistance whose advantages are discussed in a subsequent chapter of this guide.

Use of advanced corpsmembers, their training, and their compensation should be outlined in a plan that establishes the expected services and benefits. Care should be taken that corpsmembers are not used as aides to the detriment of their own educational or vocational progress. Rotations should be established to allow the individual aide to benefit from the experience and become useful to the teacher and, at the same time, provide for the training of a successor to continue assistance for the teacher.

The system for using and rewarding corpsmember aides can be beneficially and effectively developed with the student government and ratified by them as part of the overall corpsmember leadership training program.

The same limits should apply to using corpsmembers as aides and in educational tasks such as library and recreational aides, as are imposed for emergency projects: "No corpsmember shall participate...long enough to detract from his or her educational and vocational training, in which case rotation of corpsmembers should be considered." (29 CFR 97a.90a).

k. Recommended Practices--Volunteers, Tutors, Consultants. As a legitimate extension of the center's community relations program and linkages (29 CFR 97a.99), the education administrator is encouraged to include paraprofessionals and volunteers from the community in the education program. Volunteers may offer instruction, lecture, and may maintain certain facilities, e.g., library. Enrollees should be encouraged to participate in activities and offerings generated by community representatives. It is also recommended that education administrators, with the concurrence of the center director and regional offices, seek to employ ACTION volunteers, including retired teachers, who have provided invaluable and personally rewarding service at many Job Corps centers.

In addition, consultants from local universities, school systems, hospitals, vocational and industrial sources should be invited as guest lecturers or for special educational and residential life sessions on new techniques, idea exchange sessions, and discussions.

3. Scheduling and Accountability

a. Planning. The long-range plan and overall schedule of center activities are the responsibility of the center director; the master education schedule is usually prepared or its preparation delegated by the education administrator to a specific staff member. To use staff efficiently and to adapt the program to individual center needs, the center director and education administrator require data on student progress and interests, the achievement of prerequisites for various activities and the availability of facilities. All staff members should assist in providing the information needed.

In long-range scheduling of activities, required Reading, Mathematics, and GED Programs should be offered continuously; other programs can be taught in intensive short periods. The latter should be scheduled frequently enough to accommodate enrollees who can advance through the curriculum rapidly.

In assignments for the daily education schedule, the education administrator has wide latitude within the maximum benefits concept (29 CFR 97a.56) to schedule breaks, recreation, lectures, special films, or outdoor activities, in addition to the usual variety of programs. Small discussion groups may be formed for instruction on special topics, or for supplentary work on parts of the standard curriculum.

Since some of the education schedules are complex, one of the education administrator's problems is to provide clear directions to the students for the activities they will be engaged in throughout the day. To reduce possible confusion, the administrator may wish to assign enrollees to some activities on a regular weekly basis. For example, the third hour each morning may be assigned to World of Work discussions with a different group of ten students participating each day.

b. Policy--Individualized Program Scheduling and Progress Evaluation. The amount of time appointed to each corpsmember's education and vocational training shall be determined by the Maximum Benefits system (29 CFR 97a.56). The Center Director shall implement a Maximum Benefits System to evaluate the progress of each corpsmember. The System shall provide for the establishment of Progress/Performance Evaluation Panels (P/PEP). The P/PEPs shall:

(1) Consist of at least one staff member from each of the basic education, vocational training and counseling program areas;

(2) Receive progress evaluation reports from instructors, counselors, residential advisors, and other staff as appropriate in time for each P/PEP's meeting about an individual corpsmember;

(3) Meet initially to evaluate the progress and review the training schedule of each corpsmember within 30 to 45 days after enrollment;

(4) Meet at least every 60 days after the initial evaluation to make periodic assessments of each corpsmember's performance in all program areas;

(5) Have additional meetings with corpsmembers at the corpsmember's request or at the request of a staff member concerning any aspect of the center program;

(6) Arrange, whenever feasible, for the corpsmember to be present at each meeting where their case is to be discussed;

(7) Make recommendations already known to the corpsmember involved to the Center Director about such matters as course or scheduling changes, allowance increases, incentive awards, and readiness for entry into the exit program; and

(8) Inform corpsmembers about actions they should take to improve performance and of all recommendations the panel decides to make to the Center Director (29 CFR 97a.81).

c. Recommended Practices--Progress-Performance Evaluation Panels. The Maximum Benefits System establishes individual time schedules, prescribes individual programs according to ability, assesses progress through a Progress-Performance Evaluation Panel (P/PEP), and initiates efforts towards positive placement when corpsmembers receive the maximum benefits from the program.

Programs and schedules for education and training should meet the needs of each corpsmember. These programs and schedules must be reviewed periodically and changed by a Progress-Performance Evaluation Panel. Each panel may recognize progress, recommend awards or certificates and, where corpsmembers have been on center for a sufficient length of time, may also recommend pay raises. Disciplinary problems do not come before the panel, and panel members should insure that corpsmembers view the panel's function as supportive rather than punitive.

The education administrator must insure that teachers are designated to attend all P/PEP meetings and forward records necessary for assessment of each scheduled student's education progress to the central records office within one week after attainment, for the use of the P/PEP at meetings. These data, along with the attitude and development information from various center program components, constitute the basis for the panel's determination.

d. Recommended Practices--Course Scheduling. Based upon program and corpsmember characteristics and recommendations of the P/PEPs, center directors are responsible for scheduling educational and training activities that make efficient use of available staff, space, and resources and insure flexibility in meeting the needs of individual corpsmembers. Center directors are also responsible for insuring that the central records office, or a staff member delegated as a scheduling coordinator, is provided with the educational and training schedules and is able to maintain corpsmember accountability at all times. Corresponding responsibilities for the use of educational staff, space, resources, and the provision of the necessary educational scheduling information devolve on the education program administrator.

Specific responsibility for scheduling course content begins with the orientation course for new center enrollees. In addition to a general statement about the aims and techniques of the Basic Educational Program, the education administrator may be requested to present or at least to coordinate presentation of the Health Education Program (HEP) and the Recreational-Avocational Programs of the center and to direct administration of the initial diagnostic tests in Reading and Mathematics. Usually the presentations for HEP and the Recreational-Avocational Programs are handled by the Health Staff or Health Education Coordinator and by the Residential Life Staff, respectively. Further details on the required administration of the initial screening tests are contained in the following section on the conduct of courses and in the Reading and Math Program Manuals, ET Nos. 402 and 403.

Within one week after completion of the entry Occupational Exploration Program (no later than 30 days after entry into Job Corps), corpsmembers will meet with the P/PEP in order to indicate their first, second, and third choices of vocational training programs. The panel and the corpsmember will discuss the corpsmember's educational placement test results and the educational program to be pursued. The P/PEP will then allocate the corpsmember's time between education and vocational training in accordance with his or her individual needs, motivation, and goals.

Because the Reading, Mathematics, and GED Programs are individualized and enrollees are placed into levels or areas through the diagnostic process and progress at their own rate, the length of time that a corpsmember will take to progress through a course is not precisely predictable, and the P/PEP must be prepared to change a corpsmember's schedule. The World of Work Program should be structured and scheduled so that relevant elements are presented to the corpsmembers during their stay at the center and at times when these elements have the most meaning, as during the required exit readiness phase (CFR 97a.52(b)(4). The Health Education Program requires a minimum of 20 class hours and should also be scheduled near the beginning of an enrollee's education program.

e. Recommended Practices--Master Schedule. As an element of the center's scheduling and accountability system, it is recommended that the education administrator assist in developing a master class schedule for corpsmember enrollment. This schedule should include a six-hour teaching day for instructors as well as a planning period. The schedule should also include smaller classes for remedial purposes--not to exceed ten students in beginning reading, with somewhat larger classes for more advanced students ranging from 15 to 17 enrollees.

Schedules for corpsmembers should be developed based upon individual needs and capabilities. Initially, low achievers may be scheduled to spend more time in the basic education programs to develop the necessary foundation for vocational training. When corpsmembers' educational level advances, more time may be allowed for vocational training. Corpsmembers not in the educational program may concentrate on the vocational area to obtain marketable skills.

Under the Maximum Benefits System, education-vocational scheduling options should be flexibly rather than mechanically applied by P/PEP members, so that a balanced work-education schedule follows educational program priorities.

f. Recommended Practices--Individual Scheduling. It is strongly recommended that the education administrator periodically review scheduling of individual corpsmembers to avoid extreme scheduling patterns detrimental to student motivation or learning. In general, no more than two consecutive hours of any one subject should be scheduled for a given morning or afternoon in basic education. Neither should a single subject be scheduled morning and afternoon. Conversely, consecutive sessions of a single subject should not be interrupted by more than a few days, particularly in fundamental subjects such as beginning reading or arithmetic operations with whole numbers.

Individual educational programs and schedules should reflect understanding of and due regard for limits of attention span and recall, and the demands of various programs and program levels upon each.

g. Policy--Exit Scheduling. Whenever feasible, beginning at least 45 days prior to a corpsmember's termination, the center shall hold a refresher training program for the corpsmember to reinforce the World of Work Program. The refresher program shall include training related to planning a job hunt, choosing the best job, filling out employment application forms, job interview techniques, and dress and conduct necessary to get and hold a job. Counseling on transition back to community life shall also be given (29 CFR 97a.37).

h. Recommended Practices--Exit Scheduling. In general exit programs consist of activities scheduled during a corpsmember's last 45 days on center that are designed to help the corpsmember change from life on center to the working world. (See ET Handbook 343 and 330-F.) Many centers find that an intense review of the subject matter in World of Work is extremely valuable to corpsmembers. Other centers use the General Aptitude Test Battery (GATB) to prepare corpsmembers for the tests they are sometimes required to take by employers or employment agencies. Such additions are encouraged. An exit phase World of Work Program, however, should be in addition to, not in place of, the regular WOW Program.

i. Policy--Accountability and Attendance. "Accountability system": The center operator's system of monitoring corpsmember attendance, physical location, and status, e.g., leave, pass, etc., (29 CFR 97a.10).

The center director shall establish and maintain a system which accounts for the whereabouts of each corpsmember at all times. The system shall include a record of excused and unexcused absence from all scheduled activities, passes taken, all absences from the center, and an accurate leave record, showing leave accrued and taken (29 CFR 97a.91).

j. Recommended Practices--Accountability and Attendance. Accountability policies and procedures should be established to insure that class attendance and enrollee achievement are closely monitored. Relevant records and reports should be maintained daily and used for prompt follow-up, particularly of unexcused absences, to discourage students from cutting class and congregating in dormitories or other non-work areas. An effective accountability system is a cooperative effort of education and vocational instructors, resident advisors and counselors, and the center standards officer and student government. Its objective is preventive rather than punitive; an effective system is not a daily list of absences but is prompt action taken to locate and admonish or counsel absentees and laggards. An effective system depends in part upon staff members taking personal responsibility for challenging and questioning students found between classes during class periods to determine whether they have passes and reasons for their absence from assigned activities.

4. Educational Records and Reports

a. Policy--Educational Forms and Records. Center operators shall establish a uniform system for the maintenance of ongoing records for each corpsmember during enrollment and for the disposal of such records after termination.

During enrollment, information kept about the corpsmember shall include separate running accounts of the corpsmember's educational and vocational training, counseling, recreational and dormitory activities, health history, and administrative records. Education and vocational records shall be maintained in the appropriate departments. Administrative records including the Corpsmember Profile Record or equivalent computer document shall be maintained by the center director or his or her designee (29 CFR 97a.114).

The Center Director shall establish and maintain an internal reporting system which shall see that the Corpsmember Profile Record is continuously updated by the educational and vocational training staffs and by P/PEP (29 CFR 97a.124F). Job Corps shall require deliverers of Job Corps services to complete and distribute only those forms found in the Job Corps Forms Preparation Handbook (29 CFR 97a.118a).

b. Policy--Certificate of Academic Achievement. The center director shall issue a certificate of educational achievement to each corpsmember who has satisfactorily completed a program. The certificate shall be developed by the Director, Job Corps, with the concurrence of the Department of Health, Education, and Welfare (29 CFR 97a.38).

c. Recommended Practices--Forms, Records, and Certificates. A distinction is made between educational records and forms which are (1) required as a matter of policy to transmit official information outside the center; (2) internal educational forms used to record and track student progress in the classroom; and (3) interdepartmental forms used to transmit such progress to the central records office at the center.

In the first category are the Educational Summary and Testing section of the Corpsmember Profile Record (MA 6-40), items 20-33 and 54-58, and the Certificate of Academic Achievement (MA 6-99). Instructions for completing these documents are on pages IV-11 and IV-20 of Forms Preparation Handbook for Job Corps, ET Handbook No. 334. The Education program administrator is responsible for completing the Educational Summary and Testing section of the Corpsmember Profile Record and for the timely transmission of data about the test scores and the completion dates for program progress entry or completion, or both. The education administrator is referred to the cited pages of the Forms Preparation Handbook and to the Health and Basic Education Program guides referenced in the publications list in the appendix to this guide.

The awarding of the Certificate of Academic Achievement is required, but completion arrangements and award are left to the discretion and convenience of the center director, who may delegate them to the education program administrator. The design of interdepartmental forms is left to the individual centers. Samples of the internal education forms are included in the program guides for duplication by centers. (The interrelationships of these various forms are indicated in the following description of a functioning educational records system.)

d. Recommended Practices--Educational Records System. The first information required on an enrollee's educational records will be that generated during the diagnostic testing administered during the orientation period. The education administrator should insure that each enrollee's Entry Reading (RJS1) and Mathematics (MJS1 and MJS2) scores are entered on the Corpsmember Profile Form, or equivalent form, at centers that use computerized central record keeping systems. The RJS1 score will also be entered on the JC Form 188, Teacher's Reading Placement and Progress Chart, and transmitted to the enrollee's reading instructor. Similarly, the MJS1 and/or MJS2 scores are entered on the corpsmember's Mathematics Progress Chart and transmitted to the enrollee's math instructor. After enrollees begin their regular educational program, the instructors should maintain in-class progress records in each program, using the forms and methods described in the various educational program guides. Whenever corpsmembers complete a milestone in any program, the instructor should submit a report to the center's records office to be entered on the Corpsmember Profile or equivalent form.

Centers should also develop necessary internal reporting procedures to transmit classroom progress information to the central records office, but these systems should be as simple as possible with a minimum amount of paperwork for the instructor.

When corpsmembers leave the center, however, all in-class educational records should be sent to the central records office where the accuracy and completeness of the entries will be checked against the Corpsmember Profile Form MA 6-40. The in-class records can then be destroyed, since the MA 6-40 is the only required permanent record of corpsmembers' work.

The Certificate of Academic Achievement is a certificate of accomplishment provided to the successful graduate and is a document for reporting the level of educational attainment, as required by the legislation. It is to be issued upon graduation from the center.

e. Policy--Educational Performance Measurement. Each center director shall maintain data on the center's performance in relation to its goals and periodic meetings between each center and its regional office shall evaluate such data and determine how to improve performance or to readjust goals as necessary.

Examples of performance goals which may be mutually agreed upon include such items as numbers of center corpsmembers who were:

(1) Program completers

(2) Absent, both as AWOLs from the center and from educational and vocational training classes

(3) Enrolled in vocational training and in the GED program, and those who passed the GED test

f. Recommended Practices--Educational Performance Measurement. The education program administrator should arrange with the center director to collect performance data relevant to the Basic Education Program and its success when accurate and informative data about program operation is not compiled in the central records office or elsewhere on the center.

5. The Conduct of Courses

a. Introduction. This guide does not attempt to repeat content presented in the various program manuals, guides, supplements, and handbooks. By virtue of being directed in 29 CFR 97a.52, the Reading and Mathematics Program Handbooks (ET Handbook Nos. 402 and 403) have the force of policy. The program guides, manuals, and handbooks that define the other components of the Job Corps Basic Education Program and that describe their conduct constitute highly recommended practices. All are listed in the appendix.

The principal features that will help the administrator to monitor the conduct of courses are summarized in The Education Facility and Program Operation Checklist, The Classroom Visitation Report, and Program Materials and Records Check, in the appendix. The desirable characteristics of the Job Corps systems teacher in chapters III and IV are summarized informally for the benefit of both administrator and teachers in the Teacher's Checklist for Self-Assessment. Representative descriptions of Sample Classroom Arrangements and Equipment are also included.

b. Recommended Practices--Curriculum Directives. To modify provisions of this guide and of the other program books, to alter procedures, provide clarification, or extend policy and recommended practices to cover new areas, revised materials will be periodically issued.

c. Recommended Practices--Departmental Policies for Conducting Courses. For consistency, clarity, and emphasis, the education administrator should issue written policy statements on:

(1) Required use of Job Corps program materials and reference guides as the principal base line for instruction for all specified courses

(2) Use of various instructional materials and techniques to vary and supplement the baseline programs with the qualification that they do not become the dominant mode of instruction, either alone or in combination

(3) Uniform classroom disciplinary standards preferably arrived at through discussion with the groups mentioned in chapter III, and reflected in the Student Handbook (29 CFR 97a.51)

(4) Granting passes from class to the health office, counselors, and to other center departments or off-center activities as part of the overall accountability system

(5) A program of incentive awards and formal recognition for educational achievement

(6) Reporting and attending to classroom incidents graduated according to seriousness

(7) Standards for maintaining classroom records and forwarding student records and progress data, e.g., Reading Placement and Progress Chart, Mathematics Progress Record, and GED Progress Flow Chart

(8) Expectations for teacher activity and involvement with students in conducting educational programs

(9) Teacher meetings to provide exchange of information and to maintain a spirit of cooperation

d. Recommended Practices--Class Size. To meet the policy requirement that "Courses shall be small enough to allow for individual tutoring" (29CFR 97a.52a), the ratio of students assigned should not be permitted to exceed the following for the courses listed:

Maximum Recommended Ratios:

Beginning Reading, 10 to 1
Graded Reading, Math, World of Work, 15 to 1
GED Preparation, 17 to 1
On-the-Road Driving, 4 to 1
Optional and Avocational Courses, 17 to 1

It should be noted that these maximum class sizes are acceptable only where corpsmember aides and other auxiliary teaching staff are used, as discussed in chapters on teaching techniques.

e. Recommended Practices--Student Feedback on Progress. It is strongly recommended that procedures to provide feedback and progress to enrollees be established beyond minimum program requirements and that the education administrators include interviews with corpsmembers as part of regular supervisory visits to the classrooms. Corpsmembers should be aware of their own placement in each program, what is required for advancement and eventual completion, where materials are located, where to go for assistance, and how to get progress recorded.

f. Recommended Practices--General Testing. The Stanford Achievement Testing Program and General Aptitude Test Battery (GATB) are no longer required parts of the Job Corps Testing Program. The GATB may, however, be used during the last 45 days of corpsmembers' stay at a center as a part of a center-developed Exit Program; this prepares corpsmembers for the testing they sometimes need when they apply for jobs.

Job Corps does not require or authorize the general use of IQ or other psychological tests, and no tests other than the programmatic tests requested in the various education program directives will be used at any center without specific permission from the National Health Office.

The center's education administrator should be responsible for educational testing. Administration of tests may be delegated to staff members who are trained to administer tests, but the education administrator retains authority and final responsibility. The administration of such tests should be carefully controlled and test administrators should observe the rules:

(1) The Federal Regulations (29 CFR 97a.50) provide for the administration of the RJS1 and MJS1 tests during orientation. The Reading and Mathematics Handbooks require that under no circumstances will RJS1 and MJS1 tests be administered in classrooms where other normal class activity is going on or where the test administrator is also serving as an instructor with other claims on his/her attention. Tests will be administered in quiet rooms set aside for the purpose by a staff member who is free to devote all of his/her attention to the proper monitoring of the test session. (RJS1 testing procedures are described in section A of the ET Handbook 402. MJS1 testing procedures are described in section II of ET Handbook No. 403.)

(2) A test administrator or education administrator must not permit a corpsmember to retake any test at short intervals in an effort to raise the score.

(3) Because GED test administration is handled by state departments of education and local administrators, discussion of the educational administrator's responsibilities for these tests is included in the final section of this chapter on education program linkages.

6. Education Materials and Facilities

a. Policy--Educational Materials. The center director shall also see that required forms and educational vocational training supplies are available to staff and corpsmembers as needed. The Job Corps regional offices shall instruct center directors and other interested parties about how to purchase such materials (29 CFR 29a.118b).

b. Recommended Practices--Program Materials. Required materials for each of the Job Corps Basic Education Programs are listed in the program handbooks. In addition, a single comprehensive list with ordering instructions is in the Catalog of Materials of Job Corps, ET Handbook 338;* every education program administrator should have a copy.

The program administrator should establish a stock and resupply arrangement that provides suitable and sufficient quantities of materials (consumable and non-consumable) for every component of the instructional system and insures that corpsmembers' individual needs are met. A system for stock control should establish reordering levels so that each instructor has sufficient supplies on hand at all times.

To insure continuity of instruction, a single staff member should be assigned responsibility for timely reordering of materials. Teachers should inventory their educational supplies at frequent intervals and submit orders. The system should also provide feedback to teachers on the status of their orders, including expected delays.

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*Commercial Supplies

c. Recommended Practices--Supplementary Materials. The education administrator is encouraged to use part of the educational budget for supplemental materials, resources, and devices not defined in the Job Corps baseline materials so long as they help to accomplish program objectives. The administrator is encouraged to augment the program but should obtain approval from the Job Corps regional office for substantial additions.

d. Recommended Practices--Audio-Visual Materials. It is recommended that, at least at larger centers, the education administrator designate one staff member on a part-time basis to provide audio-visual aids for education, training, recreation, and other program needs. This staff member should establish a plan for stock control, fiscal accountability, and security and protection of expensive equipment; administer the audio-visual materials budget; and arrange for necessary equipment repairs, film rentals, and so forth.

The plan should include provisions for the staff to make formal, written requests for equipment and arrangements for seeking and responding to student requests for recreational films, records, and so forth. Where time permits, the audio-visual program should include provisions for obtaining materials through loans, gifts from industry, and community organizations. The center's audio-visual resources include a stock of films, film strips, tapes, and records that are frequently needed for instruction and orientation and, where possible, extend to models, mock-ups, maps, and manipulatives. Arrangements should encompass orderly and scheduled delivery and return of equipment and media.

e. Recommended Practices--Education Building. Certain general characteristics of a suitable basic education facility deserve mention because their influence on program quality and student motivation is important even when not clearly measurable. An attractive, quiet, orderly, and well maintained facility influences student attitudes toward basic education in subtle, but nonetheless significant ways. An educaion program that appears to be neglected by the center can hardly enhance the respect of corpsmembers for education. Within the range of administrative discretion, then, there should be:

(1) Adequate classroom space for present and projected enrollment and to permit individual study and tutoring

(2) Sufficient natural and artificial lighting and ventilation for comfortable study

(3) Sufficient classroom furniture in good condition to meet seating requirements.

(4) Adequate and clean restroom facilities

Highly desirable though not mandatory are a system of bells to monitor class changes, an audio-visual room or other closed space permitting secure storage of equipment, folding doors between classes to allow alternative use of space, and bulletin boards for the decoration and posting of education information.

f. Recommended Practices--Classrooms. The differences in a Job Corps classroom, learning laboratory, and a conventional schoolroom might seem insignificant or incidental. There are wide differences among centers, particularly since many centers use rooms that were originally designed for other purposes. On the whole, however, certain differences are distinguishing, and reflect differences in function.

The Basic Education Program causes some traffic control and storage problems, and rooms for this program should be furnished to encourage efficient movement of people and materials. Sample classroom arrangements and furnishings are listed in the appendix. More information is included in the specific program guides.

The following principles are applicable to all programs:

(1) The layouts and furnishings for the Job Corps Basic Education Program should depart from the stereotyped classroom. Setting and decorations should be as adult-oriented as possible.

(2) Where possible, areas requiring activity and congregation of students, such as teachers' desk and materials storage, should be separated from areas used for quiet study.

(3) Seating arrangements should permit free teacher access and observation of work, preferably with enough separation between students to minimize distractions from individual tutoring.

(4) Furnishings should permit variations between group and individual work whenever possible.

(5) Each student should ideally have about ten square feet of unencumbered space.

(6) Wherever possible, classroom management and the maintenance of order should be shared with students.

(7) Materials, equipment, and records should be stored for open and easy access whenever possible and located where they can be conveniently used and returned.

(8) Seating arrangements should be flexible and adaptable to change in subject matter, class size, and teaching method.

(9) Use should be made of eye-appealing, subject-related, and preferably student-developed displays and advancement charts to stimulate interest and direct attention to progress. Care should be taken to make such displays relevant, age-appropriate, and motivating as well as decorative.

(10) Attempt should be made to provide classroom books and supplementary materials relevant for disadvantaged youth and of a multi-ethnic character.

(11) Adequate equipment and audio-visual material, such as films, film strips, tape recordings, models, and mock-ups should be provided for easy classroom use.

Job Corps classes tend to be small, particularly where classes are designed to teach the Job Corps Basic Education Program. Blackboards do not dominate the classrooms as they do in more traditional settings and the teacher's desk is not the focal point and centerpiece of the room.

Wherever furnishings and space permit, flexibility of classroom arrangement should reflect the importance of individualized instruction. Seats are moveable and are more often arranged in semi-circles than rows. Whether it be a question of seats, tables, or carrels, the arrangements tend to reflect the need for free and unobstructed passage to materials, records, and to the teacher as a resource. These "traffic patterns" reflect the prominence of independent work and a self-direction within the guidelines of the program. At a given moment, the majority of students are usually in their seats, but openness in the classroom and free access to tables, storage cabinets, and shelves are needed for the program to work as intended. A structured program requires less structure in the environment.

The outlines for furnishings and components in the appendix, pages A-15 - A-19, are examples of functional arrangements widely used in Job Corps centers. Education administrators must decide what suggestions are adaptable to their own situation. Suggestions vary according to the nature of the activities which predominate in different sections of the program. Requirements for beginning reading, for example, naturally differ from those for graded and advanced reading, on the one hand, and mathematics or GED, on the other.

The safety provisions under the Code of Federal Regulations should be observed, particularly in classes located in or adjacent to vocational training areas:

The Center Director shall see that corpsmembers are not required or permitted to work, be trained, or receive services in buildings or surroundings or under conditions which are unsanitary, hazardous, or lack proper ventilation. Such work and training shall meet the standards set forth in the regulations under the Occupational Safety and Health Act (29 CFR 97a.115).

7. Education Program Linkages

a. Policy. Centers should establish relationships, whenever feasible, with educational institutions to arrange for GED examinations and/or low-cost, off-center vocational training and to develop placement opportunities.

Each center shall establish a community relations program pursuant to section 411 of the Act, to include establishment of a community relations council. The program shall have such objectives as:

(1) Giving community officials advance notice of changes in center rules, procedures, or activities that may affect the community;

(2) Affording the community a voice in center affairs of direct concern to it, including policies governing the issuance and terms of passes to corpsmembers;

(3) Providing center staff and corpsmembers with full and rapid access to relevant community groups such as law enforcement agencies, educational institutions, and agencies which work with young people in the community;

(4) Arranging recreational or similar events in which both local residents and corpsmembers may participate;

(5) Developing, where feasible, job opportunities for corpsmembers in the community; and

(6) Providing corpsmembers an opportunity for participation in community service projects (section 411).

Each Job Corps center shall, to the extent feasible, establish cooperative relationships with other local manpower and manpower-related agencies, including prime sponsors under the Act with other agencies operating programs funded through the Department of Labor (29 CFR 97a.99 (d,e)).

b. Recommended Practices--Education Linkages. The education administrator is encouraged to develop plans for integrating educational activities with all other components of the center program; orientation, vocational training and work experience, residential living, avocational program, community relations activities. This will help corpsmembers better understand other training areas and will add growth in citizenship and life skills. Where possible, the education administrator should strive to provide eligible enrollees with additional opportunities for advanced technical and academic education through local education institutions. Costs contingent upon enrollment in individual classes at colleges or technical schools for corpsmembers shall first be cleared with regional or agency authority. Such extensions of the Job Corps Basic Education Program are referred to in the Code of Federal Regulations as 'occupational support services', or:

> Activities or services required ancillary to the direct operation of Job Corps, such as recruitment and screening

services, union contracted vocational training and off-center education training, placement services, health services, and miscellaneous logistical services (29 CFR 97a.10).

c. Recommended Practices--GED Testing Arrangements.

(1) Responsibilities. It is usually the education administrator's responsibility to arrange with local GED test centers and state officials for the testing and, where applicable, the certification of eligible GED candidates. The overall center responsibility to arrange testing, to apply for state certificates, and to pay the testing fee is contained in 29 CFR 97a.52 b3. This responsibility is frequently delegated by tne education administrator to the senior GED instructor, except where the two roles coincide. Whatever the administrative arrangements, the education administrator should insure that the appropriate arrangements are established on a continuing basis.

The administration of GED tests is controlled by various state departments of education. Each state department of education is authorized to impose age and residency prerequisites for admission to the test and to establish its own standard passing score. Admission of younger Job Corps enrollees and temporary residents of the state to GED tests requires careful and tactful negotiation between the education program administrator or designee and each local GED testing center.

(2) Recommendations. Two recommendations of the Office of Education Credit of The American Council of Education, of which the GED Testing Service is a branch, are of particular relevance for GED testing and state accreditation efforts at Job Corps centers. These recommendations deal with the testing of 17-year olds and the use of Spanish language versions of the tests. Recommendations are:

(a) That the persons 17 or older who do not meet the minimum age requirements for certification be admitted to the test if they have been out of high school at least a year before application or if their high school class has graduated, and if they present:

1 Certification of graduation from an apprenticeship, Job Corps, or Postal Service Academy Training Program

2 A written employer request for GED testing to qualify for a job

3 A written university request for GED testing to qualify for admission

4 A written Armed Service recruiter's request for GED testing to qualify for entry.

(b) That Spanish-speaking adults taking the Spanish versions of the test be issued equivalency certificates by the state based on that test with the same age and residency requirements applied to English-speaking candidates. It is recommended that education administrators with Spanish-speaking enrollees evaluate this alternative.

(3) Publications. Several publications of the GED Testing Service will help the education administrator and GED instructors to arrange for test administration and state certification of qualified students; also, they can help to determine when GED candidates are ready to take the GED test and have a reasonably good chance of passing it. The newsletter is free, but the first and third publications must be separately ordered and prepaid:

(a) GED Testing Service: Policies and Centers - This booklet summarizes the policies of each state department of education and gives the name of the person responsible for the program in that state; it also lists the GED Testing Centers by state and location. $2.00

(b) OEC Newsletter - Published three or four times a year; updates state policy statements; provides news about other policy changes and items of interest.

(c) GED: Brochure of Information for Candidates - Provides general guidelines for test preparation and sample tests in each of the major test areas, that, when self-graded, offer a pass-fail prediction for each part. Recommended as a pre-test predictor after the Job Corps GED Program as an alternative to the Stanford Achievement Test(SAT). Cost: $2 for a single copy, $1.75 each for multiple copies. Order from The General Educational Testing Service, One Dupont Circle, Washington, D.C. 20036.

d. Recommended Practices--Program Accreditation. With careful planning through regional, state, or local authorities, organization, and preparation, a number of Job Corps centers have succeeded in establishing an accredited school. Where this has been done, students have the option of working toward a regular high school diploma or the GED without attending classes in a traditional school setting.

To approach a school district on behalf of Job Corps, the administrator should understand all aspects of the education component: the objectives; curriculum; the materials and their publishers; the teachers and their backgrounds.

Experience with Job Corps curricula in reading, mathematics, and advanced general education (GED preparation) has demonstrated that some school officials will accept this system and fully accredit programs based upon it. Schools accept this system for some of the following reasons:

(1) There are manuals in each subject matter area which spell out objectives, techniques, and materials to be used.

(2) School district personnel quickly recognize the publishers of material within the Job Corps system.

(3) Subject matter areas coincide with what most school districts consider to be the knowledge and skills necessary for graduation.

(4) There are charts within each subject matter area which map out for students the path to be followed to completion. Such charts also demonstrate the system's emphasis on short-term goal setting and frequent success reinforcement; these factors are recognized in modern education theory as necessary in programs geared to the disadvantaged.

The foregoing are proven positive aspects of the Job Corps system in terms of its saleability to local school districts.

There is a definite course to be followed in the approach to the school district. Successful experience indicates that it is best to start with the superintendent. More than likely, the superintendent will have little or no ongoing relationship with the center, but it is important from the beginning that the superintendent know about the program and its objectives.

It is important to begin the negotiations with someone who can actually decide on the issues presented.

The presentation should include the following considerations: One person should deliver the presentation. This should be the most knowledgeable, not necessarily the most prestigious, representative of Job Corps. Although it may be advisable to have several people representing Job Corps (agency representatives or project managers), too many speakers tend to confuse the issue.

It may be advisable to begin a brief description of what kinds of clients are served. School district personnel may have only a sketchy idea. Whoever makes the presentation should describe the proposed program in as compact, precise, and uncomplicated a way as possible. Dramatization, extensive rhetoric, and uncomplimentary remarks about existing school district programs will be more harmful than helpful.

Visual aids, such as flow charts, may help to explain the curriculum. A real selling point for the school district may be that the Job Corps education component can be, in effect, a free experiment in educational methodology. In fact, if the education component is fully accredited and treated as an extension of the school system, it may be possible for the district to receive average daily attendance funds from the state.

It is most important to emphasize the purpose of the presentation. Let there be no uncertainty as to what is being requested from the school district. If high school credits are the issue, then how many? On what basis are they to be granted?

If teacher qualifications are likely to be an issue, the adminstrator should have the facts about teacher accreditation and should be familiar with local requirements. If teachers are not really qualified, the administrator should suggest how they might become qualified through course attendance during evenings and summers.

If the district officials have to further consider the matter before a decision is reached, it is advisable for Job Corps representatives to leave with them a brief synopsis of the presentation.

CHAPTER III

BASIC TEACHING PRINCIPLES

1. Introduction

This chapter discusses some of the classroom techniques, skills, and principles that can make the systems approach into a personal and significant learning experience -- a structured interaction between teachers and students that supports and promotes learning. While the framework for this interaction is determined by the system, research and experience demonstrate that the ultimate success of the interaction depends upon a teacher who can make it both personal and vital for the students involved.

2. The Systems Teacher

The Job Corps systems approach to basic education changes the role of teacher as well as of students. The traditional teacher accustomed to working with a large class at one time finds that, with proper planning, he or she has been freed to become a learning guide -- able to work with each student as the need arises. The good systems teacher spends little time lecturing to the students as a group, asking questions and noting responses, grading papers or supervising silent study while seated behind a desk at the front of the room.

Typically, more time is spent with the students, moving among them, working and interacting with them personally in response to their spoken and unspoken needs. Instead of being constantly onstage at the head of the class, the good systems teacher finds or creates the freedom to become a facilitator and organizer of independent or small-group activities, varied occasionally with a film or a game. One advantage is that when the teacher does elect to present material orally through lecture, charts, or a blackboard demonstration, students are likely to be more attentive. The freedom from nearly total dependency on the lecture method permits its more effective use on those occasions when it is the best method of instruction.

Initially, some teachers find their new-found freedom somewhat disconcerting. Individual contact with students and their learning problems implies a degree of personal involvement that the expert lecturer can avoid or disguise as commitment to the accuracy of the subject matter. On the other hand, unskilled or disorganized systems teachers can become so overwhelmed by the mechanical details of roll-taking, filing, and grading papers and tests that they become little more than senior clerks. Unless teachers are trained and assisted by their supervisors and colleagues in planning how to delegate such tasks as grading and recording scores to student aides, this potential freedom will be lost, only to be replaced by routine drudgery -- the occupational hazard of all types of teaching.

Ultimately, alert and active systems teachers can discover new ways of thinking about their educational tasks and begin to see how they can be changed into opportunities for self-renewal; this process can be greatly assisted by departmental policies that promote the regular exchange of ideas and the broadening of teaching skills. When routine instructional tasks are shifted to the program and the learner, as is intended, there should be not only more involvement of the participants, but also time for the teacher to work with students on a one-to-one basis or opportunity to explore ways of varying and enriching the curriculum.

Many new teachers, particularly those with traditional backgrounds, are initially unenthusiastic over being, as they see it, limited to the role of resource persons. They consider the idea of students scoring their tests, getting their own materials, and keeping their own records an organized chaos. Often these initial objections fade as the teachers establish another comfortable routine of mechanical procedures. It is unfortunate for teachers, students, and the program when teachers become fixated at this level of passive adaptation. No amount of retraining in the mechanics of program administration will contain the spreading apathy that such an attitude can impose upon the classroom.

Effective systems teachers sooner or later realize the advantages inherent in an individualized system if they remain alert and seek opportunities to be more active and personal in their teaching. They learn to do so if only as a matter of self-preservation, for where they do not, the result is invariably chronic boredom or controlled hostility; in either case, this creates an atmosphere that is destructive for both student and teachers.

3. Setting Up The Program

The program outlined in the first chapter includes commercially and Job Corps developed instructional materials and tests that are organized and explained by handbooks, program guides, and supplements which both familiarize teachers and administrators with the intended operation of the Job Corps Program and provide comprehensive and specific instructions for establishing and maintaining the system. Though detailed, the components of the system are not difficult to learn and put into effect. It has also been customary in opening centers to provide initial technical assistance and training.

It is critical to the establishment of a new program or the initiation of a new teacher that the program be learned before meeting the students for the first time. Where a new teacher is taking over an existing class, it is the responsibility of the education administrator to provide suitable coaching and supervised practice. Nothing will impair or delay effective instruction or discourage new students more than to have a teacher groping through a system no one understands.

Wherever possible, initial teacher training should be conducted by someone who is not only familiar with the program but also skilled in the presentation and illustration of events that arise in its classroom use. Where a program is established and a single teacher is being trained, the instructor will normally be an experienced teacher. Those establishing a new program or planning to conduct a large training session should coordinate arrangements and inquire about regional training resources through the center project manager. An experienced trainer can often save time and make the training more effective by clearly explaining the system, suggesting how rooms should be arranged, materials displayed, records kept and so forth. An experienced trainer can also assist in identifying common breakdown points, procuring initial supplies, and establishing restocking procedures. Trainers can also serve as effective discussion leaders when teachers are able to gather to exchange information and experiences about new ideas and techniques.

4. Initial Contact

Part of the purpose of careful prior preparation in the mechanics of the Basic Education Program and the details of procurement, filing, and course direction is to permit the teacher to focus attention on the most important aspect of starting up a program -- the psychological climate of the classroom. Both in the beginning of a new class when the number of encounters and impressions is multiplied and in the initial contact with a single new student, the effective teacher will be attuned to individual needs and the climate of opinion in which instruction must be started. Enthusiastic acceptance is rare. Commonly, the teacher will have to overcome defensiveness and passive resistance and undergo a certain number of staged trials of firmness and tolerance before student acceptance will be granted. Trust and affection will come later, if at all.

While being task-oriented and friendly, the effective systems teacher is able to keep the overall goal in view. Since the teacher is often working with students who are intimidated by learning however much they cover their fear and avoidance with bravado, the long-range strategy, re-emphasized and incorporated in most of the new teaching methods, is for the teacher to be lavish with praise and sparing of criticism. Recent strategies of teaching, such as behavior modification and programmed learning, have done little more than give this insight a new scientific emphasis, form, and title.

During the period of initial adjustment to program, classroom, or teacher, the student should experience as much success and as few reprimands and rebukes as possible. In order for behavior to be constructively channeled and modified, it must first be manifested. At first students may need encouragement to move in roughly the right direction, or even to move at all. Later, it will be desirable to provide feedback that will let the students know how they are doing in order to shape their behavior towards increasingly specific objectives. But, particularly during the initial period, the teacher should avoid remarks or actions that are likely to reactivate students' defenses against feelings of failure, guilt, and shame. On the contrary, the teacher should, without flattery, try to convey a sense of optimism about the possibility that the Job Corps setting and program will provide a solid chance for success.

5. Learning Through Trial and Error

One characteristic of students who have been unsuccessful in learning in the past is a tendency to exaggerate the importance of errors and to view them as threats to their sense of maturity and personal value. If students begin with a damaged image of self-worth, they are likely to see mistakes as confirming that they are "dumb" or "lazy" or "worthless." To the extent that they consider peer pressure and status-seeking in the classroom, students are also likely to see mistakes as public failure before a jury of their peers -- commonly the most significant and influential group in the lives of young adults, particularly those away from home.

Effective systems teachers should not only believe that much of our most important and enduring knowledge comes through learning from our mistakes, they should communicate this attitude in the classroom. If students can be brought to realize that recognized and corrected errors are steppingstones to the mastery of essential skills rather than marks of personal worth, they will have moved a long way toward eliminating harmful value judgements from the process of learning.

One of the values of programmed instruction is that it excludes the pressure for common pacing from the learning process. The teaching psychology which it implements and which the teacher can assist is currently termed mastery learning. It asserts that under appropriate instructional conditions virtually all students can and will learn most of what they are taught and, though it has ancient roots, it has most recently been advocated and elaborated by Benjamin Bloom (1968) and others. Permitting each student "to march to his own drummer" by means of defined objectives, personally determined performance goals, and the private and tactful correction of errors may be the most powerful means the teacher has for liberating students from a personal identification with failure.

To implement this theory in the classroom, the teacher should work toward the gradual development of trust and the conviction that the teacher is an ally who is trying to help. It is important to structure program entry so that the student experiences early success and to present information about errors constructively. When a student makes a mistake, the teacher should try to select some aspect of the answer that is partly correct and give recognition to it before pointing out the part that is wrong.

The way feedback is given matters: the tone of voice, the choice of words, or whether other students can overhear. Sometimes the best results occur when students can correct their own errors. Trainees especially, "must be taught as if you taught them not, And things unknown proposed as things forgot."

6. Establishing Personal and Program Goals

The cooperative definition and identification of realistic learning goals should be one of the first steps in establishing either a group or individual program. It is, in fact, in order to do this for each student and to determine the range of student strengths and weaknesses in a class that diagnostic testing is the first step in initiating a new student or group of students into an ongoing program. Such testing can provide information about desirable goals and priorities in teaching.

Goal definition and acceptance is often difficult because it involves matching unexpressed concerns and partly formed ambitions with immediate tasks that are unappealing because they confront students with the gap between where they are and where they want to be. The most successful strategy is usually to get the student to focus on an intermediate goal somewhere between the real and ideal and then to break the intermediate goal down into easily mastered steps. Ideally, each step will be significant and rewarding in itself as well as an advance towards a long-range ambition.

An important motivating device is to help the student see the connection between aspiration and the mastery of classroom skills and units that will bring that aspiration within reach. Though the students may generally recognize the value of education, they may need to be frequently reminded that certain basic education skills are essential to the realization of their personal goals and ambitions.

Experienced Job Corps teachers know that needs such as love, security, a family, possessions, and economic independence are more motivating for most students than the abstract love of learning. This does not mean that art, music, literature are deprecated. But by widening horizons while holding on to what students are realistically interested in, teachers can avoid the trap that once caused Mark Twain to define a classic as something everybody else should read.

In establishing goals, the teachers should be able to respect values they may not share and recognize that the participants in Job Corps are in fact adults who need to develop their freedom of choice and self-determination rather than children to be coaxed or coerced into "right" decisions.

In adapting to an increasingly unpredictable vocational future, students need both basic education and vocational skills training. Robert Hutchins' criticisms of overly specialized vocational training forty years ago have been confirmed by recent nationwide research by Wellford Wilms (see bibliography) on the effectiveness and short-range relevance of much vocational education. Despite its own shortcomings, basic education can provide an essential balance weight for overly specialized vocational training. Until our prediction of economic and vocational needs is improved or the closer coordination between school and work advocated by Willard Wirtz is achieved, teachers will need to assist students in surmounting arbitrary educational and vocational barriers that represent actual prerequisites for employment.

Most students in Job Corps realize the importance of reading, arithmetic, high school equivalency certification, and job-seeking and holding skills for the attainment of their life goals. The art of teaching resides partly in defining the connection between these long-term objectives and immediate learning tasks.

7. Classroom Atmosphere

In order to accomplish these learning goals, the effective systems teacher will need to establish a classroom atmosphere in which they can be achieved. A certain amount of quiet and order is obviously a minimal requirement for any type of teaching and, particularly, for teaching on an individual basis. If the constructive possibilities of peer support and other forms of social reinforcement are to be exploited, the teacher should aim at creating a learning environment that not merely permits, but actively promotes application to learning. As in other areas of teaching, a constructive learning environment is less likely to be the result of lecturing students on its values than on structuring activities that will make it a natural by-product of personal commitment and interest. The attitude of the teacher toward the material being learned is probably central to the feelings reflected by the students.

The classroom atmosphere is also related to the clarity of group and individual goals and the understanding of students about where they stand in relation to them. For this reason, all the major Job Corps Basic Education Programs include some form of progress chart that, when properly filled out and kept current, allows students to see their progress against a background of planned achievement leading to the mastery of a skill or a subject.

Where students are apparently committed primarily to defying authority, the creation of a suitable atmosphere may indeed be impossible and steps may be required to change the composition of the group in the interest of the program objectives. But teachers should not be too ready to conclude that they are dealing with incorrigibles who can only be handled by being expelled from the learning environment. Often it is the students who seem to fit the stereotype of rebel who are most clearly, even if most disruptively, expressing their desire to be challenged or helped, along with their conviction that they are beyond either. Obviously no easy rules or formulas exist, and each teacher must decide how to handle disruptive behavior. On the whole, teachers who enter or remain in Job Corps tend to be those who are willing or even eager to deal with the difficult cases as well as with students who are more passive and compliant.

In extreme cases, classes that have formed a fixed hostility to a certain teacher or that have been unable to find the necessary excitement in the classroom in constructive learning activity may actively punish students who pursue academic goals. In one experiment with Job Corps curriculum reported by George Washington University's Social Science Research Group, the development of such an atmosphere resulted in program failure. Education administrators should be alert to the development of such an atmosphere and should give attention to restructuring the class.

8. Motivation

Motivation is the central and primary challenge faced by the teacher, aided where possible by the administrator. Whatever the advantage of various educational technologies, including programmed instruction, arousing the motivation to learn remains largely a matter of human and social interaction. The strong, personal touch of an experienced, sensitive, and energetic teacher is essential to sustained progress in learning for most students.

Teachers who take this challenge seriously and seek out means and materials for making their classes more interesting and vital commonly find that their own satisfaction with teaching increases. The obverse side of student motivation is thus the teacher's self-motivation. Constructive change in one can start a cycle of mutually reinforcing change in the classroom atmosphere.

A later chapter of this guide contains suggestions about techniques that might possibly assist in this process by providing an overview of potentially motivating variations in standard program conduct. While continuing to emphasize the necessity of maintaining program integrity and system, Job Corps educational policy has shifted emphasis from the perfection of procedural detail, necessary during program introduction, to supplementary techniques that will improve the motivation to learn.

In general, policy encourages classroom discussions on topics of interest and relevance to the course content; the use of educational games; the use of paperbacks, newspaper articles, magazines for recreational and diversionary reading; the introduction of films, guest speakers including successful Job Corps graduates, and the like. The sole proviso is that enrichment of the programs should not be permitted to supplant the basic programs and measurable progress toward learning goals. Although such techniques can sometimes be the best means of conveying specific bits of knowledge and skill, collectively they are extrinsic sources of enrichment and motivation that best serve a supportive function.

9. Personal Involvement

Next to a developed commitment to learning, the most powerful motivating force in the classroom is the rapport between teacher and students. Such rapport is built by an energetic teacher who is able to come up with activities that capture the interest and enthusiasm of students -- at least periodically -- but, more importantly, it is built by teachers who become actively and personally involved in understanding the individual complex of academic needs, behavioral patterns, emotional responses, and personal problems that distinguishes each student. One good, although admittedly rough, measure of effective teachers is how much they know about each student, apart from milestone scores, test grades, level of advancement and the like.

Teachers who use the Job Corps system have found it particularly important to get to know each student thoroughly. This is not easy with any type of curriculum, perhaps because it tends to entail a degree of student self-exposure. It may be even more difficult to achieve with the Job Corps Program, which can lend itself to a certain amount of mechanization. But personal knowledge is essential to really effective motivation and typically includes knowing each student's previous school experience, ambitions and dreams, personal strengths and weaknesses, interests, hobbies, and family background.

Personal attention must be backed up with more than superficial charm. The teacher who is only interested in being a pal is not likely to be effective as a teacher. More meaningful and motivating to students than talk will be evidence that the teacher knows where each student stands in the program each day, when the student is making unusually fast or steady progress and demonstrates approval with measured praise. In the Job Corps system, this may entail taking the time each day or every other day to review each student's folder, jot down notes, and prepare special supplementary worksheets or remedial exercises.

Administrators should note that this is why a planning period is an essential part of any teacher's schedule and why overcrowded days, classrooms, and a factory-like atmosphere are worth fighting.

10. Awards, Standards, and Discipline

Discipline problems invariably arise in the operation of education programs, and Job Corps programs are no exception. The kinds of problems, their difficulty and tractability vary as widely as centers and the kinds of students they contain: rural and urban youths, students who never had an adequate grounding in academic subjects, those who have good or even excellent academic skills but who left school for disciplinary reasons, and recently varied combinations of young men and young women. Although the public image tends to be that Job Corps deals with a single kind of youth, those with some program experience or who have visited centers around the country realize that the range is enormous and that the typical disciplinary problems in the educational classrooms vary accordingly.

This guide will not, accordingly, attempt to present a set of rules that can be applied at any center or in any classroom. Experience and observation of centers indicate that they generally do quite well in developing their own codes; in addition, the most successful behavioral codes tend to be those developed through a cooperative effort of students and teachers, as was suggested in the previous section. But there are certain regularities among the problems encountered in Job Corps centers and classrooms everywhere.

Some basic agreement among teachers and administrators is needed at least in dealing with the most common problems: tardiness and absenteeism, severe and chronic lack of progress, forms of behavior that are disruptive in the classroom, and behavior that manifests hostility towards the education program, such as destruction of materials. If the program is to run at all, teachers and administrators should have codified their own position early, whether or not such rules are later modified or adopted by some type of formal or informal student government.

One key to the establishment of an effective set of behavioral standards and disciplinary measures is contained in the word "agreement." As a minimum, consistency and effectiveness require that teachers and administrators within the basic education component arrive at some consensus or compromise between "strict" and "permissive" measures for given kinds of infractions. The system will tend to be more effective as it is extended to include teachers and work supervisiors in other center training components as well as student representatives.

It is a common experience in Job Corps centers that whatever rules are ultimately adopted are best kept simple, uniform, and minimal. Rules that attempt to cover every possible contingency and prescribe a punishment for every possible infraction tend to be resented and to collapse under the weight of their own complexity. They also tend to give rise to legalistic disputes about petty matters and to obscure major program goals that are the reasons both teachers and students are in the program. It is important to remember that the ultimate purposes of the program are positive, a perspective that can easily be lost when a host of "Thou shalt nots" begins to dominate discussion and attention.

On the whole, it is best when a problem in classroom behavior can be handled in the classroom itself or at least by those immediately involved. Students tend to lose respect for teachers who refer every problem or infraction to a counselor or a supervisor. All too often, this merely means that the problem does not get resolved, particularly when the referee is a counselor who is operating on incomplete written or verbal information. Where "writing up" students removes the problem from the arena where there are realistic resources for solving it, the practice tends to beget student resentment and scorn for the entire system of standards.

It is unlikely that we can punish people into wanting to learn, earn a living, and be productive members of society. When students show they have lost sight of these objectives by violating reasonable standards, and when large numbers of students are terminated for petty infractions without skills, diplomas, or jobs, discipline is clearly failing to support program goals.

The most effective systems of rules and punishments tend to be those combined with a system of incentives and rewards. Napoleon once claimed to have re-established the Empire because he found he could not govern without honors and titles. At the Job Corps level, it is desirable to make a system of recognition and reward part of a disciplinary system not only because it is more effective, but also because it helps to keep attention focused where it ought to be, on the most effective organization of the center, including the education component, for achieving the positive goals of the program.

11. The Roles and Relationship of Teacher and Counselor

As has been suggested in the foregoing sections on motivation and standards, a number of the functions of the teacher border on those of the counselor. But there are both limits and distinctions to be drawn. In order for the education component to function effectively, it is vital that a comfortable working relationship be developed at the outset between counselors and instructors. Neither should be made to feel that one is usurping the other's functions or that one is exclusively influential with students.

Initially, it must be understood by all parties what their primary functions are and how they are to go about performing them. If possible, new teachers should spend time with the counselors as part of their on-the-job training. In this way they can learn first hand about the kinds of problems counselors encounter. Similarly, it is desirable for counselors to spend some time in the classroom to familiarize themselves with the structure of the education component, techniques used by the teacher, and specific goals for individual students. All of these relate to the counselor's primary responsibility for guiding the student and for developing the employability plan, of which the education component is a crucial part.

The primary responsibility of instructors is to motivate the students and to help them acquire the academic skills essential to their short-range training and long-range vocational goals. At the same time, teachers have a responsibility to their students on matters directly related to the education program. They should know when problems can best be resolved in the classroom or when they are not so serious or chronic as to require the services of a professional counselor. Resident advisors can sometimes help with problems that fall in an intermediate range. In relation to the counselors, the responsibility that teachers should take clearly includes helping students with day-to-day minor problems and helping to identify students with major problems.

Without promoting or condoning amateur psychiatry, it might be said that all teachers can profitably use a "counseling approach" in teaching. The teacher who is truly helpful to students is around when they need someone to talk to. Better still, teachers should enjoy talking to students and listening to what they have to say.

Nevertheless, teachers must not allow sympathy to run rampant. This is not only poor teaching; it is also poor counseling. Responsibility must be demanded of students. A reasonable but firm course should be set, so that the students know where they stand. The teacher who can establish rapport based on mutual respect should succeed in the role of auxiliary counselor.

A ready flow of information between counselor and teachers can make both of their jobs easier and more productive for the students. If the counselor, for example, is aware that a particular student is making greater academic progress than was originally anticipated, the counselor may be able to use this information to encourage success in other areas. It is also helpful for the counselor to know about classroom problems. Counselors may have more insight into specific student problems than the teacher, since they are often more familiar with the student's personal and family life.

Many programs have found it helpful to set aside a specific time for the education staff to confer with the counselors. Often this occurs before P/PEP panel meetings. Problems can sometimes be nipped in the bud if time is alloted in this way. All too often, however, small problems are left unsolved and develop unnecessarily into big ones. If staff are communicating regularly, this can, for the most part, be avoided.

Both teachers and counselors have common long-range goals. Their specific relationships to the students will be different, but if each knows what the other is doing, those goals will be more easily realized.

12. Cooperating with the Program

Students in the Job Corps Basic Education Program need continuous and frequent reinforcement from success experience. They need to feel that they are making progress toward some goal which they view as important. Far more than middle-class students in a traditional high school, academic underachievers must be given frequent reinforcement as assurance that they are on the right path and can make it. Without such encouragement, there is strong likelihood that students will not complete the program. The sense of progress can be obtained both from the way the program is designed and from the way progress is reported.

To the extent possible, the Job Corps curriculum has been developed on the basis of short self-contained modular units. These units should provide the means of realizing the subgoals leading towards mastery.

Each modular unit should be challenging enough to give a sense of achievement when completed but not so difficult as to be frustrating. One of the teachers' central functions is to provide fine-tuning between students and program and, therefore, teachers should consciously chart a course through the middle-ground between expecting too little and demanding too much. If the unit is too easy, no learning takes place, boredom ensues, and student can drop out through disinterest. If the unit is too difficult, the student becomes frustrated and unable to learn. More serious consequences ensue from erring on the side of placing the student in too difficult a lesson than in one that is too easy. Students who have experienced failure in the past become frustrated and attempt to maintain self-respect by either withdrawing or behaving belligerently, and it may be difficult to get them back on the track.

The mistake of making the lesson too easy is not as likely to arouse severe adverse reactions. Students may actually enjoy for a time doing something at which they are guaranteed success. But no teacher should consistently under-challenge students or generally maintain an attitude of low expectation. Studies have shown that teachers who expect very little from certain students create the conditions for a self-fulfilling prophecy (see bibliography: Pygmalion in the Classroom), because they do not offer them any challenge to achieve.

Progress should be reported to the student by formal means, such as through certificates and charts discussed in the program handbooks and guides. Underachieving students have been found to be highly sensitive to any report of progress and place high value on formal reports. Students should be granted points as they earn them, and a visual record should be kept in their folders. Certificates and awards should be issued through a public ceremony upon completion of a major unit of the program.

13. Varying Approaches

It has frequently been observed that a student who is not learning from one method will learn if a new teaching strategy is used. Thus, a student who has initially taught reading by the whole word method may do better when taught through the phonics or component skills method. Another possiblity is that the students may have a learning style which is not suited to the method by which they are being taught. The teacher's flexibility in negotiating a shift in method which makes use of a preferred learning style can result in significant improvement in the rate of progress.

14. Range of Resources and Techniques

Students work more productively when they perceive the learning materials as interesting and useful. The teacher should not only have the resources representing a range of difficulty in as many areas of interest as possible, but also the skill to provide suitable materials to the individual student.

When the student is interested in preparing for a particular occupation, or job, for example, relevant materials should be sought and incorporated into the program. Materials for disadvantaged adults should be clearly presented and contain substantive content and vocabulary or problems relevant both to work and to the everyday lives of the students. The Job Corps programs were developed and are regularly modified with these objectives in mind, but they have not yet been entirely realized.

15. Student Aides

Individualized instruction can lead to two problems: Demand on the teachers' time may be excessive and the needs of the students for social interaction may not be met. Use of student aides can help solve both of the above problems by freeing the time of the teacher and by providing contact between members of the class in the context of achieving academic goals.

Job Corps policy advocates a combination of teacher and teacher aide wherever possible. Having two people in the classroom, like team teaching, permits more individual attention and more flexibility in the use of the teachers than if each teacher handles a class alone. The teacher aide does not need the same qualifications as the teacher and, as a matter of fact, most are advanced students or recent graduates of the program. The important qualifications for a teacher aide are ability to relate to the students, interest in the program, energy, a sense of responsibility, and language competence.

CHAPTER IV

SUPPLEMENTARY TECHNIQUES AND REMEDIAL STRATEGIES

1. Introduction

Though various educational techniques have been recommended by educators as unique or ultimate solutions for the educationally disadvantaged, no universally acknowledged simple solutions exist. Even the best methods must be supplemented and selected. Given a good basic approach an informed trial and error method of supplementation seems to be an effective way of keeping both teachers and students interested--perhaps the only essential ingredient in effective education.

The following discussions summarize the pros and cons of methods or materials that have been found to be effective in at least some programs for students like those in Job Corps. Further information about these materials and techniques is included in the bibliography.

2. Programmed Instruction

Programmed instruction is a form of remedial as well as basic instruction applicable to a wide range of settings and media. The most widely used form is the programmed book, and the most extensive range of material undoubtedly exists in this form. An alternate method increasingly in use is the programmed audio-tape, which may or may not be synchronized with slides, film-strips, and response booklets.

The basic features of ideal programmed instruction regardless of form are: (a) division of the subject matter into a sequence of small, comprehensible, and logically organized steps; (b) responses constructed so that students will almost always be able to make the correct choices and have a continuing experience of success; (c) arrangement of the subject matter that proceeds from the familiar to the unfamiliar and from the simple to the complex; (d) feedback that keeps the students actively involved in their own learning and aware of their progress towards a goal; and (e) a method of program presentation that allows students to advance at the rate they find most comfortable.

Programmed instruction, thus, has many advantages in teaching educationally disadvantaged students: The fact that it allows for flexible entry, exiting, and scheduling based on a variety of factors such as the work-education mix, speed of comprehension or relearning, and span of attention is the reason it is the principal mode of instruction in Job Corps.

Where a range of instructional material is available, programmed instruction permits specific remedial prescription by the teacher, recycling, or retracking according to need. But it can be deadly boring. The effective use of programmed instruction for remediation depends upon the availability of supplementary programs and on the knowledge and skill of the teacher in employing them. Some resources and alternatives are listed below and in the appendix.

3. Behavior Modification

Behavior modification as used in the classroom is generally a group of techniques with the common purpose of improving the lives and functioning of students by assisting them to change behavior voluntarily.

The central idea is to control the consequences of behavior so that the behaviors are rewarded, discouraged, or ignored so as to reinforce learning. Programmed learning is a limited example of control applied to part of the learning environment: the curriculum. Behavior modification techniques extend these principles to employ all possible aspects of the physical and personal environment of the learner.

In the ideal learning situation the principal incentive for modifying behavior is "positive reinforcement," loosely defined as any experience which is both pleasant and beneficial to the student in the long run. Whenever possible, student and teacher agree on a goal and the best means of reaching it, and the student is kept informed about progress and any change in strategy. Teacher and student, or teacher, student, and classmates, prepare a written agreement setting out the goals, conditions, and rewards to be attained, called a "contingency contract."

Observing the Behavior and Developing a Plan

The development of a plan for modifying behavior usually begins with an objective description of the behavior, its frequency, and the setting and circumstances in which it occurs. Anyone, including the student, who can provide an accurate descriptive and quantitative record of the behavior's occurrence can serve as the observer and recorder. The aim is to detect the links between the behavior, such as failing to make progress in math, and the consequences that might be serving to maintain it.

The Plan

Usually it is advisable to limit the scope of the modification plan to the smallest significant element of behavior that students and teacher can agree to work on together. The acid test of any plan for modifying behavior and changing the learning environment lies in the consequences. If the results do not fit the theory, there should be no hesitation about discarding the theory for one that works. The plan should include some kind of reward or positive reinforcer.

Some common positive reinforcers that have been used in the classroom are food, money or tokens, attention or praise, or opportunities to engage in enjoyable activities such as games or other forms of recreation. If a classroom program is to work, the reinforcer must really be something the student or students enjoy and not just something the teacher thinks they ought to enjoy.

Methods that use positive reinforcement are best. Reinforcement can be used to support desired behavior, and, through being withheld, to discourage undesired behavior. Unlike punishment and aversive control, positive reinforcement does not produce hostile or evasive side-effects.

Positive Reinforcement

Modeling occurs in the classroom when a student imitates the behavior of an admired person and is praised, accepted, or encouraged. The uses of this technique can range from imitation of another's behavior in a role-playing situation such as a job interview to the imitation of the work-habits, general conduct, and values of an admired teacher. Several recent books have been devoted to assisting teachers to become effective role-models for students. A self-evaluation of effectiveness can be a real challenge to the teacher.

Aversive Control

Only the mildest aversive techniques have a place in an educational setting. The most common form of aversive control in the classroom is the loss of privileges which are earned. The social acceptability of this form of control is suggested by its widespread use by American parents. Another, related technique, is called time-out, a brief period of isolation from the group and other positive stimulation. Fines, which represent the loss of tokens or money that can be exchanged for positive reinforcement, are in the same category.

Unless positive behavior is rewarded, aversive control is likely to have short-term effectiveness at best. The long-range goal is always to teach the student to expect and enjoy the reinforcements that result naturally from practicing the desired behavior, such as reading well.

Behavior modification, least of all in a classroom, is not a method of mind control. It works best when the student accepts and agrees with the objectives and methods of the modification and welcomes the change.

Because the youth population in employment and training programs such as Job Corps is often a population for whom certain aversive experiences in school color the whole learning experience, the primary emphasis of a teacher in such programs should be devoted to developing new and individually effective forms of positive reinforcement. Finally, it should be remembered that behavior modification, too, is not magic. References to several practical texts are included in the bibliography.

4. Component Skills Approach

Often recommended for teaching complex subjects such as reading, the component skills approach involves testing to identify weaknesses in specific skills followed by remedial attention directed toward their correction. This approach assumes that reading is a complex act that can be separated into smaller behaviors which can be taught and practiced separately and then added together to provide improved overall performance.

Sometimes these skills are predicated on a natural progression in which mastery of one skill must be attained before the next higher skill can be learned. For example, a frequently discussed reading hierarchy is: (a) sound-letter association; (b) word-attack skills; (c) structural analysis; (d) growth of vocabulary; (e) inferring meaning from context; (f) understanding grammatical relationships; and (g) ability to use the dictionary and other reference sources.

The idea that reading can be broken down into components that can be individually strengthened probably has limited application. The component skills of reading are so varied, complex, and imperfectly understood that only the most obvious have been defined clearly enough for curriculum development. While the skilled reader or speaker has unconscious mastery of a large number of decoding, grammatical, and syntactic skills, it has not yet proved possible to define, let alone develop, training modules to teach all these skills individually and then reintegrate them into a smoothly articulated performance.

An even more difficult and inadequately understood skill which students must acquire before becoming effective readers is the ability to give selective attention to key parts of a communication and then to extract the central meaning.

Effective readers do not read every word, but somehow have developed the capacity to focus attention on the most important words in a sentence or paragraph. A similar aptitude for extracting the main points and ignoring the incidental probably helps effective readers to answer interpretation questions. They may have an advance model of what will be asked in mind at the beginning.

Skills such as these are apparently developed only through practice and experience. Even instruction by an experienced reader and teacher may not help because the learner does not know what questions to ask and the instructor is not aware of performing processes that have become unconscious and automatic. Thus, because the analysis of the component reading skills is still incomplete, no single best method for teaching them individually or collectively has been identified. Building up reading skills block by block with carefully designed skill modules is still largely an unfulfilled ideal.

Moreover, reading skills are not necessarily arranged in a hierarchy from simple to complex. This sort of arrangement can be more convincingly argued for arithmetic skills than for reading. Perhaps this is why it has been possible to program computers to perform arithmetic, but impossible to get a computer to scan a passage or an article, summarize it, and respond to questions. Arithmetic, too, has its nonhierarchical aspects. No one has yet been able to solve word problems by computer. This may explain why the most effective teaching of mathematics and reading still entails the judgment of a teacher with a knowledge of diagnostic signs of difficulty and of prescriptions for correcting them. At our present stage of knowledge, reading appears to be a complex behavior whose skills are organized more like the strands of a rope than like a pyramid of blocks.

When unrelieved by other reading activities, the component skills approach lacks the inherent rewards of reading. Complete reading of even the simplest material leads from the parts to a meaningful whole, something component skills by its nature excludes. The two techniques tend to be most effective when held in a balance appropriate to the needs and interests of the individual student.

A component skills approach has strengths that make it a useful remedial and supplementary technique. Students who have failed with reading may be willing to practice a component skill because it seems less threatening than the total act with which they associate defeat. As with programmed instruction, mastery of a part can provide the courage to attempt and succeed at the whole. When it is possible to identify the part as a key to failure, mastery of that component is the most logical and efficient way to proceed before returning the student to the regular reading program.

The limited availability of time and materials, the experience of classroom teachers, and the incompleteness of our knowledge of reading, suggest the use of component skills training as a supplementary rather than a basic technique in Job Corps programs. Longstanding teacher recognition of the limitations of the basic programs indicates that component skills training is a needed teaching alternative whether employed as a break in the standard reading program or as an ongoing supplement to it.

5. Free Reading

A widely known and popular version of this approach was presented by Fader (1969) in a book entitled Hooked on Books, in which he reported on its successful application with disadvantaged learners in Washington, D.C. Fader and others advocate the method as a way to get the most resistant and uninterested readers involved and excited. Their program makes use of extensive supplies of paperback books with popular appeal for disadvantaged youths. They argue that the opportunity to borrow or own a valued book will lead to the discovery of the joys of reading, which in turn will motivate students to correct and overcome many of their reading difficulties or to seek help in order to satisfy their curiosity.

Although the approach seems psychologically sound in its emphasis on motivation and on the potential contribution of reading in developing a self-concept that can generate unusual effort to overcome obstacles, it would be careless to advance free reading as a universal reading panacea. Motivation is undoubtedly a major factor in learning to read and it may be a far more important factor than has been hitherto realized, but there is no compelling evidence that it is a unique solution for problem students whose past motivation has often led to frustration, failure, and rebellion against school. Appreciation of the status value of books is widespread and may be most keenly felt by those who have failed to learn to read. But ownership and display are not reading, a fact to which many of us who own shelves of unread books can readily attest.

However, the value of the "hooked on books" approach in Job Corps centers as an adjunct to the reading program has wide acceptance. A variety of reading material at suitable levels provides students with a stimulus to relate the growth in skill to their own world as well as to maintain and extend this skill. Many disadvantaged students simply do not know what is available in the world of books and how exposure to some of its riches can help extend their personal horizons. Making such books available in the classroom where they cannot be avoided may well do more to promote reading than providing a center library or books in dorms.

6. Language Experience Approach

This teaching approach to reading attempts to exploit the fact that persons who are able to hear and speak already have an extensive knowledge of their native language before beginning to read. During the initial stages, reading is largely a matter of learning to associate language patterns learned orally with the conventions of a written system that attempts to transcribe the patterns of speech. Thus, learners already have a useful fund of knowledge at their command, a fund that can be used in associating a new symbol system with familiar words and ideas.

Typically, the language experience approach begins by having students recount an experience in their own words. The teacher then puts these words into a written story and teaches the student to read them. This approach has the advantage of being immediately related to the students' interests and experience and of drawing upon their store of existing knowledge--facts which help to build confidence and elicit cooperation.

This approach might be especially effective with students who have a fairly well developed verbal facility but who have for some reason been blocked in previous attempts to read.

The shortcomings of the method lie in its requirement for extensive teacher time and the fact that it is ultimately limited to the size of the students' vocabularies and their range of interests. The first disadvantage can in some measure be overcome by arranging to have some of the initial recording and transcription done in groups that include peer tutors. An example of such a project is included in Behavior Modification: Enhancing Creativity and Other Good Behaviors; a volume provided to most centers and listed in the bibliography. However, because of dependence on previous learning, the method can only carry the student so far. Its principal use is likely to lie in the area of overcoming initial dread and reluctance toward reading. It might readily serve as a supplementary activity to be used in conjunction with the early stages of the beginning reading program.

7. Educational Games

Over the years, a number of teachers in Job Corps centers have used games as a form of diversion to relieve the monotony of intensive programmed instruction. Some of these games serve an educational as well as a recreational purpose and so are entirely appropriate in the classroom, subject only to the teacher's discretion in using them as a source of variety rather than as the principal means of instruction.

a. Advantages of Games

(1) Games can engage a student in a painless and even enjoyable activity that employs newly mastered skills and knowledge.

(2) Games provide immediate feedback of results with the added zest of competition.

(3) Games can make repetitive skills-practice both enjoyable and effective.

(4) Games can provide the needed stimulus of social interaction during the learning process without making additional demands on the teacher.

Games can be used as an incentive for completion of instructional segments, or simply for variety and excitement. Teachers must decide which games are appropriate for students at which level.

b. Games Related to Reading Skills. For reading-related skills such as word-attack, word-recognition, spelling, vocabulary, and sound-symbol association, examples of games that have been used successfully at Job Corps centers include the following:

(1) Scrabble

(2) Password

(3) Probe

(4) Perquacky

(5) Ad-Lib

(6) Concentration

c. Games for Mathematics Skills

(1) Heads-Up

(2) Ima-Whiz

(3) Tengo

(4) 3-D Tic-Tac-Toe

(5) Matrix

(6) Lucky Seven Puzzle

(7) Block It

Information about where to obtain these games is included in the bibliography at the end of this guide.

The list is, of course, far from exhaustive, but it represents the kind of material that can be used to supplement the education program in reading and mathematics classrooms and to lift students out of the doldrums of routine into which all classrooms, and particularly programmed learning classrooms, are prone to fall. These games and others can transform the image of the basic education department from one of relentless drudgery to one of application interspersed with a period of relaxation for consolidating and enjoying learning gains. Much depends on how the teacher presents and uses devices such as games.

8. Sensory and Cognitive Variations in Learning

A basic theory is that students have different learning styles and that all can profit from methods that employ more than one sensory channel of communication.

The multisensory approach to instruction is not necessarily impossible without audio-visual and other mechanical equipment. Talks by outside experts or other students who have been assigned a report, commercial and homemade charts and tape recordings, field trips and the like are multisensory experiences used to supplement standard instruction with minimal cost and limited planning or preparation. Such techniques used to supplement the learning program provide both stimulus and variation. Teachers may find that some students learn the letters of the alphabet more readily if they copy or trace over them. Though such variations are not necessarily dramatic, successful and self-renewing teachers tend to keep an open mind and an open eye for such possibilities.

Related to the concept that some students may have a hereditary or congenital style is the term dyslexia, or the more general term learning disability, both of which deal with learning deficits rather than with preferred learning styles. While there is clear evidence that a variety of cognitive dysfunctions involving learning and including difficulties of vision, hearing, coordination, and memory exist, the incidence in the general population and the effectiveness of remedial measures remain uncertain. Since there is some feeling that the incidence in Job Corps may be relatively high, a systematic screening study has been initiated. Until a clear policy for identifying and remedying such problems is established, centers and regions are encouraged to seek information about testing and referral services that can be used when classroom procedures and diagnosis have resulted in persistent failure. The Job Corps Division of Technical Assistance and Health Office can provide some referrals for professional diagnosis where that seems warranted.

9. Instructional Hardware

Modes of instructional program presentation have been regularly promoted in the press and popular educational literature. Sometimes, pilot tests with spectacular results have been reported along with elaborate predictions for a revolution in basic education technology, to be followed by long periods of silence. Job Corps experience with even the most modest and durable audio-visual materials has been uneven at best, largely because machines are easily disabled and expensive to repair even when of simple construction; elaborate machines are likely to be even more sensitive and tend to spend more time in repair than in use.

Apart from mechanical problems are the educational limitations of many such machines. The development of instructional programs has commonly failed to keep pace with the invention of delivery systems, and the tendency of hardware manufacturers to produce instructional units compatible only with their own machines has accentuated the problem. Many current computer mediated instructional programs labor under self-imposed limits that are rarely balanced by their effectiveness of presentation. Such devices do not appear to have yet realized their potential for individual instruction. They appear to be more expensive than written programmed units. A recent Systems Development Corporation study of adult basic education programs found only one project where instructional hardware was used. The judgement is that such delivery systems are vulnerable, expensive, and limited, even in programs not subject to the stresses prevalent in Job Corps centers, but their development bears watching for a breakthrough.

10. Aides and Outside Tutors

Tutoring has enjoyed varying success at a number of Job Corps centers. Both community volunteers and advanced students from the center have served in this capacity; their involvement depends on factors such as the remoteness of the center, the responsiveness of the community and of community organizations to rendering this kind of service, and the proportions of students at various levels of the education programs. A few centers arranged with neighboring teacher-training institutions to bring in apprentice teachers or interns on a full- or part-time weekly basis during semester breaks for academic credit. In cases such as these, tutoring has evolved into substitute teaching involving classroom management as well as individual student attention.

Tutoring can involve any part of the Basic Education Program, but it is probably most applicable to the parts of the Beginning Reading Program that involve repetitive practice of sound-symbol relationships. Fellow-students are suitable for this sort of instruction, but they should not be used for repetitive practice to the point of boredom or to a degree that is detrimental to their own progress. Students can also be used for such operations as grading papers, taking roll, and filing instructional materials. When performing such tasks, students are perhaps more appropriately referred to as aides, and should be suitably compensated.

Tutors are difficult to retain because they typically lose interest after an initial period of high enthusiasm. The reason may be that they are too frequently taken for granted and used only for routine tasks, so that they miss the satisfactions of active participation in the learning process. The retention and training of tutors or aides is another area where teacher energy and ingenuity are essential for continuity. Tutors tend to diminish in numbers and disappear from the classrooms unless there is an exceptional commitment by administrators to maintain a tutorial program. Too often centers find it difficult to maintain a roster of paid substitute teachers, let alone an active and self-sustaining tutorial network.

The use of more experienced students as tutors provides greater dependability and, where tutors are in a position to relearn or "overlearn" the material being taught, mutual learning benefits may result. Tutors also enjoy certain psychological gains that can reinforce their commitment to the education program.

The most successful and effective student-tutorial plans are those that follow a preplanned sequence based on a prepared outline or script. This, of course, entails additional teacher planning and design, but tutorial programs where students are allowed to muddle through together are likely to become exercises in mutual confusion or thinly disguised opportunities for unproductive socializing.

Scripts or plans for material that must be frequently rehearsed can be developed for tutors through a number of strategies that may make them use less individual teacher time. Teachers may pool their efforts to establish a script for tutors that will more than repay the initial time investment. Apprentice teachers, with the help of guidelines, can be assigned the task, either alone or in cooperation with present tutors. The cooperative development of a program for recruiting, training, and guiding tutors could provide a model, with appropriate modifications, for widespread use. Such supplementary program development could be undertaken locally, regionally, or nationally and will be discussed further at the end of this chapter.

11. Peer-Mediated Instruction

Peer-mediated instruction is a special technique that establishes procedures for students to work in pairs, each one alternating as student and teacher. The underlying theory is that if students know they must reach a level of comprehension that will enable them to explain the lesson to each other, they will have a greater incentive to master the material themselves. Students also gain by having an instructor who can understand their problems. Peer-mediated instruction operates most effectively when the teaching takes place according to a preplanned script and an answer key that enables the "teacher" to determine whether the "student" is responding correctly or incorrectly.

The principal exponent of peer-mediated instruction is Rosenbaum (see bibliography), who claims that the method provides an effective means of implementing the following learning principles: (a) students learn at different rates, (b) they can benefit from immediate feedback from their performance, (c) they can benefit most from brief assignments tailored to meet their specific needs, and (d) they learn better and retain more if they have to demonstrate and practice proficiency before moving to the next unit of instruction.

Peer-mediated instruction exemplifies the effort to introduce social interaction and social reinforcement into a learning model similar to the programmed learning principle of mastery through a sequence of small steps. In fact, the peer-mediated model could be adapted to the rehearsal of completed units of programmed instruction, such as the lesson booklets in the GED program or the learning units in the Beginning Reading and Mathematics Programs.

Because it includes all class members, the peer-mediated model can provide more interpersonal feedback and rehearsal than programs which depend upon one or two teachers, tutors, or aides. This could save teacher time to offset the time lost in preparing scripts and modules. Because of their limitations, students tend to tire of repetitive tasks once the novelty has worn off. Thus, peer-mediated instruction is another useful, special-purpose technique in the repertoire of remedial methods, most effective in a surprise attack on a particular problem.

12. Nonstandard English

Where students from minority group cultures communicate in a dialect or foreign language, it has been proposed by some educators that such students be taught first to read specially prepared materials in their own dialect or language. Standard English would then be introduced gradually and a gradual transition effected.

A 1975 review of programs and related literature by the Social Service Research Group of George Washington University failed to discover any evidence that the introduction of this additional step into the teaching of reading or of English language patterns hastened mastery of skills. Because of television, radio, motion pictures, and exposure to teachers who use some form of standard English, most students are familiar with standard patterns even when they do not reproduce them in their own speech.

Linguists regard the patterns of American English speech as surprisingly uniform compared with the variations in French and German. Educated speakers from different linguistic regions may vary in the values they assign to some of the symbols, but much of the value of written English lies in the fact that it accommodates these differences and remains a common medium of exchange.

A study of black English by Melmed in 1970 (see bibliography) indicates that a number of words which are different in written English and standard speech are homonyms in the dialects of these students. The fact that they do not distinguish these words in their speech and immediately in what they hear does not interfere with learning them as separate written words, just as failure to distinguish between "sew" and "so" or "merry" and "marry" does not handicap speakers of standard English from learning them as different words in what they read and write.

Thus, while little seems to be gained by attempting to generate a host of dialect-specific reading materials, the existence of nonstandard backgrounds in the classroom challenges the teacher to be sensitive to areas of potential misunderstanding and broken communication and to resolve or avoid them.

Conscientious teachers will avoid linguistic prejudice. Students should never be humiliated or ridiculed for their speech patterns. Neither should teachers regard such patterns as something to be eradicated. On the other hand, teachers should be aware that prejudice exists in many parts of society and how it affects employment and upward mobility. The need for easy communication should be balanced by recognition that a central goal of language education is functional competence in standard English.

13. Job-Related Curriculum

In theory, a work-related curriculum would be ideal for students in a job training program such as Job Corps. Developing reading materials and vocabulary lists relevant to the vocational interests of students in the program is often proposed as a solution to apathy in the classroom. Unfortunately, vocationally related materials are only gradually being developed and identified. The practical significance of having a workman or workwoman acquainted with the names of the tools, techniques, and theory of his or her trade is undoubted. But no tests have ever been administered to Job Corps enrollees or other participants in employment and training programs to demonstrate that vocational information predominates as an interest area. It might be informative to conduct a test with video tapes on various subjects, including high quality vocational training films, to determine which topics typical students would select first and watch more frequently. The value of vocational knowledge is unquestioned; what has not been explored is the most effective way to use it as a motivator for acquiring a difficult skill such as reading. A study might well indicate that a balanced selection of recreational and vocational materials would have the greatest appeal.

14. Cooperative Program Development

A number of the remedial strategies which, like tutoring, have tended to be neglected because of the effort required to initiate them or the planning required to maintain them, might become more practicable if supported by a cooperative effort of local, regional, or national scope. A study for a Job Corps curriculum library to gather information about existing program materials and techniques is currently underway and may serve as a focus for suggestions for cooperative efforts for remedial module development. By concentrating resources on key areas of supplementary or remedial need and by identifying program initiatives suitable for more general use, many of the remedial techniques with currently limited use could be improved and made more widely available.

APPENDIX AND BIBLIOGRAPHY

EDUCATION FACILITY AND PROGRAM
OPERATION CHECKLIST

I. General Condition of the Total Education Program

A. Physical conditions in the education facility

1. Are classrooms, hallways, etc., kept reasonably neat, clean, and attractive?

2. Is the education facility adequately lighted, heated, and ventilated?

3. Are the classrooms spacious and quiet enough so that individualized study and tutoring are actually possible and practical?

4. Are furnishings (chairs, desks, etc.) suitable and comfortable?

B. Teacher-student ratios and attendance

1. Does the center have enough staff to maintain teacher-student ratios fairly close to those recommended for the various courses?

   a. In Beginning Reading, 8 to 10 students per teacher

   b. In Graded Reading, 12 to 15 students per teacher

   c. In GED, about 17 students per teacher

   d. In World of Work, about 15 students per teacher

   e. In Mathematics, about 15 students per teacher

2. Are suitable substitute teachers available when regular ones are absent?

3. Does there appear to be a fairly low rate of absenteeism among the teachers?

4. In the classrooms that you visited, what was the average ratio of students actually present to students scheduled for the classes?

C. Supplies and Equipment

1. Does the principal teacher have an up-to-date copy of the Table of Allowances covering educational materials?

2. Do the teachers inventory their educational supplies periodically and submit timely orders for replenishments?

3. Has the center developed a simple and orderly procedure through which teachers can order essential supplies and be kept informed of the status of their orders?

4. Does the Education Department have a regular budget from which it may purchase materials as needed?

5. Does the center have a reliable source for getting repairs on audio-visual equipment when necessary? Is audio-visual equipment being sent for repair promptly when necessary?

6. Does the center have a contingency plan for corpsmembers' activities when emergency conditions require cancellation of large numbers of vocational and/or academic classes or work projects?

II. Diagnostic Placement Testing

A. RJS1 Testing

1. Are new enrollees divided into groups of reasonable size (10-15 corpsmembers per group) for testing?

2. Are the enrollees scheduled for testing reasonably soon after their arrival on center (but not the first day after arrival)?

3. Does the test administrator explain the purpose, nature, and format of the RJS1 test in accordance with pp. 3-5 of the 1972 Reading Manual?

4. Does the test administrator enforce the 13-minute time limit?

5. Does the test administrator monitor the enrollees during the entire time that they are working on RJS1?

6. Are the RJS1 scores reported promptly to:

    a. The Central Records Clerk for posting to the Form MA6-40 on the Center Computer Profile and on the MA6-52?

    b. The Reading teachers for posting to the Form 188s and to guide the teachers' choices of required secondary placement tests?

B. MJS1 and MJS2 Testing

1. Are new enrollees divided into groups of reasonable size (10-15) for MJS1 testing and MJS2 testing if required?

2. Are new enrollees scheduled for MJS1 and MJS2 testing soon after their arrival on center, but not the first day?

3. Does the test administrator explain the nature, purpose, and format of MJS1 (and MJS2 if necessary) in accordance with pp. 7-10 of the 1973 Math Manual?

4. Does the test administrator enforce the time limits:

   a. 25 minutes for MJS1?

   b. 40 minutes for MJS2?

5. Does the test administrator use all five forms of MJS1 and both forms of MJS2, and distribute them so that students seated close together will not be working on the same form of the same test?

6. Does the test administrator monitor the enrollees during the entire time that they are working on MJS1 or MJS2?

7. Are the MJS1 tests scored in accordance with pp. 8 and 9 of the Math Manual?

8. Is the MJS2 test administered to all enrollees who score 60 or less on MJS1?

9. Are the MJS2 tests scored in accordance with pp. 10 and 11 of the Math Manual?

10. Are the MJS1 and MJS2 scores reported promptly to:

    a. The Central Records Clerk for posting to the MA 6-40? Or the Center Computer Profile?

    b. The Math teachers for posting to the JC51 Progress Chart and to guide them in selecting required secondary placement tests?

11. Are all parts of the MJS1 and MJS2 tests destroyed as soon as the scores have been reviewed and recorded?

III. Beginning Reading

A. Does the teacher administer the Sullivan Placement Examination to enrollees who score 8 or less on RJS1?

B. Does the teacher go over the sample page of the Sullivan Exam with the students to make sure that they understand the format?

C. Does the teacher adhere reasonably closely to the recommended 30-40 minute time limit?

D. After an enrollee has completed the written work on the Sullivan Exam, does the teacher listen to the student read aloud from various subtests, starting with the first one on which the student made two or more written errors or omissions?

E. Does the teacher make pass/fail decisions on the various subtests on the basis of the quality of the oral reading, rather than solely on written errors or omissions?

F. Does the teacher adhere to a reasonably strict standard of what constitutes satisfactory, or "passing," accuracy and fluency of oral reading when making pass/fail decisions on the subtests?

G. Are students being placed into the books of the Beginning Reading Program in accordance with the flow chart in section A of ETH 402?

H. Does the teacher have and use the Teacher's Guides provided by the publisher to go with the Sullivan workbooks?

   1. Teacher's Guide to the PreReader

   2. Teacher's Guide to Book 1 (and Book 1A)

   3. Teacher's Guide to Books 2 through 7

   4. Teacher's Guide to Books 8 through 14

   5. Teacher's Guide to Programmed Reading Test Book Series I

   6. Teacher's Guide to Programmed Reading Test Book Series II

I. Does the teacher have and use:

   1. The Sullivan sound-symbol cards?

   2. At least one Language Master machine with headset and Language Master cards for individual student practice on sound-symbol relationships?

J. Does the center have an adequate supply of all the Sullivan materials designed for student use? (PreReader, Books 1, 1A, and Books 2 through 14; Test Books for Books 1 through 7 and Test Books for Books 8 through 14)?

K. Are the Sullivan Programmed books being used consumably by the students?

L. Does the teacher refer to the appropriate publisher's teacher's guides and introduce new sound-symbol relationships and other concepts to corpsmembers before they enter a new unit of any book?

M. Does the teacher check the corpsmember's written work on each Progress Check and listen to the corpsmember read the Progress Check aloud?

N. Does the teacher conduct remedial tutoring or assign supplementary exercises from the publisher's teacher's guides when a corpsmember performs poorly on a Progress Check?

O. Does the teacher circulate actively through the classroom, tutoring and assisting students, encouraging them to use the sliders properly, avoid skipping, etc.?

P. When a student begins to work with the Level A materials, does the teacher provide tutorial assistance with the exercises that accompany them?

Q. Are the end-of-book tests being used when appropriate and scored correctly?

IV. Graded Reading

A. Does the center have all the graded reading materials available in the reading classroom?

B. Have all of the reading selections been properly code-numbered in accordance with the instructions given in appendix III of the Reading Manual?

C. Have the reading teachers agreed upon an appropriate mixture of reading materials for students at each of the levels? (See ETH 402, pp. 48 and 49).

D. Do trainees record their work properly on the RJRR1?

E. Do teachers score and record every fifth selection on the RJRR1 and administer an oral reading check on the selection?

F. Are these periodic oral reading checks being treated by the teachers as opportunities for diagnosing and remediating students' difficulties, or are they merely perfunctory exercises for the record?

G. Are the trainees being required to attain scores of 80 percent or more on 14 selections at a level before taking the LAC test for completion of that level?

H. Are copies of the Master Index readily available?

I. Are the reading selections attractively and conveniently organized?

J. When a student fails an LAC for promotion to the next level, do the teachers attempt to identify the nature of the student's problem and suggest that he/she do the required additional reading work from materials that offer exercises related to the student's deficiencies?

K. Does the teacher make proper use of the oral reading portion of the LAC in placement and promotion? (See ETH 402, section A, part 4, for a discussion of how LACs should be administered.)

L. When the oral reading portion of an LAC reveals that the student lacks word-attack (phonics) skills, does the teacher tutor him/her using Mott Book 160?

M. Are the LAC test story cards, worksheets, and answer keys kept secure?

N. Does the teacher impose a reasonable limit (about 50 minutes) on the time that a student can spend on an LAC?

O. Are the LAC test worksheets destroyed as soon as they have been scored and recorded on the Form 188?

P. Are students being placed into the program in accordance with the flow chart and procedures described in section A of ETH 402?

Q. During your visits to Graded Reading classrooms, were you able to call upon a few students at random to read aloud to you and find that their oral reading of the materials on which they were working was reasonably good?

V. Advanced Reading

A. Does the center have all of the materials called for?

B. Are the materials readily available in the Graded Reading and/or the GED classrooms?

C. Are students being assigned to Advanced Reading when it is appropriate? (See section D of the Reading Manual for a discussion of how and why C/M might be assigned to Advanced Reading.)

VI. Mathematics

A. Are students being placed into the lesson prescriptions in accordance with the flow chart?

B. Do teachers control the Diagnostic/Unit and Section Tests strictly, avoid coaching students on them, score them correctly, and destroy them as soon as the scores have been recorded and the prescription decisions made?

C. When a student fails a Unit Test, does the teacher use the item analysis feature on the back of the test answer sheet and the skills directory in appendix IV to choose and assign a remedial prescription for the student?

D. Does the center have suitable remedial materials integrated into the Skills Directory? Are they readily available in the classroom?

E. Are the students being required to complete all parts of their lesson prescriptions, including the Word Problem books and the JCS materials when called for?

F. Does the teacher use the whole numbers speed checks regularly two or three times each week in each class? Are the speed checks controlled and administered properly?

G. Is each student required to complete at least four of the 11 measurement minilabs?

VII. GED Program

A. Does the center employ a reasonable and consistent standard for determining when students are ready for entry into the GED program?

B. Does the teacher have and use appropriate materials to supplement lessons in the GED program, particularly in math?

C. Are the Screening and Unit Tests properly controlled and administered?

D. Does the teacher tutor students who perform poorly on the Unit Tests?

E. Are adequate supplies of commercially developed GED preparatory workbooks available to supplement the program?

F. Does the teacher make use of the Advanced Reading program to provide some variety for students whose schedules would otherwise include nothing but GED classes?

G. When a student's reading skills but not his/her math skills are judged adequate for entry into GED, is the student scheduled for both GED classes and math classes and required to complete the basic math program before attempting the math lessons of the GED program?

VIII. World of Work Program

A. The Basic World of Work Units

1. Does the center conduct an organized World of Work program to develop trainees' skills in dealing with application forms, interviews, job searches, getting along on the job, income tax, labor union matters, and personal budget management?

2. Are all students, including beginning readers, scheduled for World of Work and required to complete the course?

3. Is the World of Work program scheduled and conducted in a timely, methodical manner so that an average corpsmember will be able to complete the course within an average length of stay?

4. Are appropriate techniques being used to enable Beginning Reading students to attain at least the minimum goals of the course?

5. Are suitable materials available in adequate quantity?

6. Does the center have the necessary audio-visual equipment for the course readily available in serviceable condition?

B. Exit Phase World of Work

1. At conservation centers, is an exit phase review of World of Work subject matter conducted in accordance with JCH 343.3?

2. At contract centers, is an exit phase review of World of Work subject matter conducted in accordance with the center's contract and placement plan?

CLASSROOM VISITATION REPORT

Teacher ____________________

Supervisor ____________________

Date ____________________

Time ____________________

Length of Visit ____________________

I. ACTION OR ACTIVITY OF TEACHER

____ Providing individual or small group instruction
  ____ at C/M's desk
  ____ at teacher's desk
____ Conducting group discussion
____ Lecturing to class
____ Utilizing ____ film, ____ tape, ____ filmstrip, ____ other
____ Provided instruction, post discussion, explanation
____ Did not provide instruction, etc.
____ Administering test
____ Grading tests or papers
____ Posting Records
____ Counseling C/M
  ____ In class
  ____ In separate room
  ____ Outside of building
____ Sitting at desk (explain): ____
____
____ Reading (explain): ____________
____

II. ACTION OR ACTIVITY OF CORPSMEMBERS

____ Working individually in program
____ Participating in group discussion
____ Paying attention to lecture, explanation, etc.
____ Using supplemental materials
____ Taking test
____ Self-grading work
____ # ____ C/M not participating in observable fashion
____ # ____ C/M reading magazine, etc., (not supplement)
____ # ____ C/M sleeping
____ # ____ C/M annoying or disturbing class

III. METHODS USED

____ Job Corps base line instruction
____ Supplemental instruction
  ____ Job Corps supplement only
  ____ Teacher supplements
____ Partially JC base line instruction
Deviating markedly from JC base line

____ Little or no supplemental instruction

IV. CORPSMEMBER-TEACHER RELATIONSHIP (Discipline)

____ No problems, superior control, no friction
____ Few problems, good control, no friction
____ Problems, fair control, some friction
____ Many problems, little control, much friction
____ Other (explain): ____________
____

V. USE OF TIME

____ Class begins on time
____ Class begun late (or dismissed early)
____ C/M permitted to enter and leave class frequently
____ Tardiness or absence of C/M not questioned

VI. CONDITION OF ROOM

____ Neat, clean, and arranged
____ Numerous decorations and/or posters
____ Some decorations and/or posters
____ Untidy, dirty and disorderly
____ Few decorations and/or posters

VII. CONDITION OF OUTSIDE AREA

____ No litter
____ Little litter
____ Some litter
____ Much litter

PROGRAM MATERIALS AND RECORDS CHECK

Teacher ______________________________

Date ______________________________

Supervisor ____________________________

I. PROGRAM MATERIALS AND EQUIPMENT

____ All Job Corps base line materials present and arranged
____ No base line materials missing, but not arranged or accessible
____ Base line materials missing
____ Supplemental materials present, organized and used (Job Corps ____ teacher ____)
____ Supplemental materials present but not organized or little used
____ Little or no supplemental material present
____ A/V present and in use as needed
____ No A/V present or not in use if present

II. MILESTONES OR UNITS

____ # of records checked
____ Units or milestones reported to central records
____ Units or milestones reported on corpsmember class records

Incidence of Correspondence or Agreement

____ No errors
____ Few errors
____ Many errors

Number of Milestones (Units) Reported and/or Recorded and Program Completion

____ # agree on C/M profile (157)
____ # disagree on profile
____ # agree with C/M class records
____ # disagree with C/M class records

III. CORPSMEMBER CLASS RECORDS

____ # of records checked
____ # current, correct and complete
____ # not current, correct and complete
____ # of completed records not turned into office

IV. ATTENDANCE RECORDS ____ (DATE)

____ # corpsmember checked
____ # corpsmember recorded on teacher records
____ # corpsmember not recorded on teacher records
____ # agree with data (Master Schedule) report
____ # disagree with data (Master Schedule) report
____ Teacher was present and responsible for above accounting
____ Substitute was present and responsible for above account

V. COMMENTS:

TEACHER'S CHECKLIST

This checklist is adapted from a checklist for community teacher aides.* It summarizes and extends comments in the guide on desirable teacher characteristics.

I. PARTICIPATION -- EDUCATION AND TRAINING

1. Observes the needs of the individual student as they differ from those of other students and adapts teaching accordingly.

2. Actively and intelligently intervenes to assist students with or without being asked.

3. Understands levels of student abilities as they relate to specific programs and program levels.

4. Speaks grammatically acceptable English, free from extreme accents that impede communication or vocabulary inappropriate to the classroom.

5. Uses techniques that motivate students to succeed, progress, and improve program and classroom performance.

6. Encourages the development of latent talents and interests in students that, even if not academically related, help to improve students' self-image.

7. Explains educational subjects and materials clearly and patiently.

8. Shows a commitment to both basic education and vocational training programs as means to a better life.

9. Shows a commitment to the strengths of the program and its improvement by constructive action rather than by criticism and complaint.

10. Displays understanding of program elements and procedures.

11. Displays imagination and originality by proposing new ideas, approaches, and improvements to program or supplements.

12. Displays tolerance for differing standards, habits, cultures, language patterns of students.

13. Knows what is going on in the world locally and nationally and tries to bring it into the class.

14. Possesses or seeks formal education, training, or experience required to handle essential assigned work.

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*Adapted from "Contribution Appraisal Sheet for Community Teacher Aides," PROJECT UNIQUE, Edgar F. Fiske, 1970.

15. Possesses or seeks formal education, training, or experience required to handle more difficult or advanced projects or tasks.

II. PERSONAL ATTRIBUTES

1. Projects an air of enthusiasm about teaching and an interest in the program and students.
2. Readily adapts to new ideas, changes in the program, and so forth.
3. Demonstrates an interest in self-improvement by learning new things, reading, taking courses to keep current as far as possible.
4. Attempts to solve problems with minimal advice and coaching from others.
5. Accepts constructive criticism from others attempting to improve his or her performance and contribution.
6. Is calm under pressure or during emergencies (minor injuries or illness in the class, outside disturbances, and so forth).
7. Is frank and forthright in supporting convictions without being hostile or personal.
8. Tends to be self-confident and optimistic about the program and about the potential of program and student.
9. Open and actively cooperative with fellow teachers, reviewers, supervisors, and other center staff.

III. EFFECTIVENESS AND ORDERLINESS

1. Organizes time, efforts, priorities in the classroom so as to be most effective in dealing with student learning problems on an individualized basis.
2. Alert to needs and problems before they arise, and effective in leading rather than following student moods and interests.
3. Maintains balanced system of rewards and discipline, firmness and permissiveness in the classroom.
4. Creates and maintains a harmonious working atmosphere.
5. Dependable with respect to working on program, being on time, keeping appointments with students and so forth.
6. Aggressive in starting and completing things that need to be done.
7. Either keeps or sees to it that classrooms are kept reasonably clean and free from clutter and disorder.

8. Assists in seeing to it that halls and toilet facilities are kept adequately clean and orderly.

9. Acts to insure adequate storage, use, and upkeep of program materials and supplies.

SAMPLE CLASSROOM ARRANGEMENTS AND EQUIPMENT

Beginning Reading

(Ten Students)

Furnishing, Purpose and Suggested Location

1. Ten instructional stations--either carrels, tables, or tablet-arm chairs. For ten students to work individually and for several students to work in small groups with the instructor. Arrange for uninterrupted work and for easy supervision. Some stations may need to be arranged for small group work.
2. Instructor's desk with lock. For storage of manuals, guides, test keys, and basic supplies. Arrange to command a view of lab activities--frequently in a corner or near the door.
3. File, four-drawer, with lock. For filing folders containing students' "progress charts" and "End-of-Book Test Booklets." Also to secure all tests and keys. Locate near instructor's desk.
4. Storage unit with adjustable shelves (school shop could build a custom unit). To store supplies of texts and supplementary materials. Locate so as to be convenient to both instructor's desk and to students.
5. Table or instructional station for the Language Master machine. To hold Language Master, earphones, and a box of Language Master cards. Isolated as much as possible from other students, but under supervision.
6. Bulletin board and blackboard. To display flow charts and set of sound-symbol cards, etc. Also for small group work with the instructor. Conspicuous location near area where instructor can use sound-symbol cards and can illustrate for group work.

Graded Reading

(Fifteen Students)

Furnishings, Purpose and Suggested Location

1. Fifteen instructional stations, either carrels, tables, or tablet-arm chairs. For most students to work individually. For small group work in phonics with the instructor. Arranged for individual work and so that students can move to Master Index, to retrieve selections, and to correct answers with a minimum of disturbance.
2. Instructor's desk with lock. For storage of manuals, guides, test keys, and basic supplies; may be used as center for small group. Arranged for easy supervision. Some stations may need to be rearranged for small group work.
3. File, four-drawer with lock. To file students' folders containing their "progress charts" and tests, and LACs and answer-keys. Arranged to command a view of lab activities. Frequently in a corner or near the door.
4. Storage rack for graded reading selections, Master Index, and answer keys. See Job Corps Reading Handbook, page 55, for design. To hold graded reading materials in an easily accessible manner. Convenient to all instructional stations. Location is important in determining classroom traffic.
5. Bulletin Board. To post "How to use the Master Index," guide to reading code numbers, etc. Locate near rack so that students can consult when obtaining and returning selections.
6. Charts. Large percentage chart, suggested mixture of graded reading selections. For instructor and students to compute scores and plan reading. Conspicuous location.

Advanced Reading

(Fifteen Students)

Furnishings, Purpose and Suggested Location

1. Fifteen instructional stations, either carrels, tables, or tablet-arm chairs. For individual work. Arranged for uninterrupted work and easy supervision. Also arranged for easy traffic flow to and from materials.
2. Instructor's desk with lock. For storage of manuals, guides, test keys, and basic supplies. Can be used as center for small group conferences. Arranged for uninterrupted work and easy supervision. Also arranged for easy traffic flow to and from materials.
3. File, two-drawer with lock. To store Level Advancement Checks, other tests, and answer keys for advancement tests. Near the instructor's desk.
4. Rack (optional). To hold reading records sheets. Near the entrance so that students can retrieve and return their records.
5. Table to hold SRA kit IVa, Better Reading Books, answer keys, and so forth. Near students' stations. Arranged so that the traffic flow will not disturb others.
6. Bulletin Board for percentage chart, and so forth. For instructor and students to compute scores. For bulletins. Near the answer keys.

Mathematics and GED

(Math, Fifteen Students; GED; up to Twenty Students)

Furnishings, Purpose and Suggested Location

1. Fifteen instructional stations, either carrels, tables, or tablet-arm chairs. For individual work. Arranged for individual work and so that students can retrieve progress checks and their keys. Arranged for easy supervision.
2. Instructor's Desk. For storage of manuals, guides, test keys, and basic supplies. Also for conferences. Arranged to command a view of the lab activity. Frequently near the door or in a corner.
3. File, four-drawer with lock. (Three to four for GED classes.) To file students' folders containing their progress records; to file copies of all diagnostic, unit, section, and exit tests in math, file remedial exercises. Near the instructor's desk.
4. Storage cabinet with shelves/shelving. To store instructional booklets and supplements, remedial materials. Convenient to all instructional stations, and arranged for a convenient flow of traffic to materials that will least disturb others.
5. Bulletin Board Blackboard. Information, bulletins, and space for illustrating problem-solving techniques. Clearly visible from all parts of the room.

World of Work

(Fifteen Students)

Furnishings, Purpose and Suggested Location

1. Fifteen instructional stations, either carrels, tables, or tablet-arm chairs. At least three or four should be near an electrical outlet when equipment is needed. For either individual, small group, or large group work. Plan to arrange the lab for various exercises as needs arise in the program.
2. Instructor's Desk. For storage of manuals, guides, test keys, and basic supplies. For student conferences. Arrange to command a view of lab activity. Frequently near the door or in a corner.
3. File, two-drawer with lock. Convenient for storing consumer education booklets, worksheets, folders, etc. Near instructor's desk, but accessible to students.
4. Storage cabinet with shelves, for storage and access to World of Work materials, A/V equipment (below), kits, cassettes, etc. Convenient to instructional stations as well as proximate to instructor's desk. Arranged for a convenient flow of traffic to materials that will least disturb others.
5. Equipment, either in room or easily accessible for use: filmstrip projector, cassette players (3-5), 16mm projector. For group or individual work as per the World of Work curriculum. Projector and recorder should be stored so that they are readily accessible without excessive delay in setting up. Can be stored on tables or in cabinets.

SUPPLEMENTARY MATERIALS RFLATED TO READING, LANGUAGE SKILLS, AND MATHEMATICS

Games Related to Reading and Language Skills

Phonetic Word Analyzer

A drill device using interchangeable cardboard discs to build words phonetically. Consonants and consonant blends are matched with word endings by turning the disc.

Milton Bradley Company, #7507

Antonym Poster Cards

30, giant-size cards on durable, white tagstock, designed to teach the reading, spelling, and use of words with opposite meanings, 120 different words.

Milton Bradley Company, #7529

Homograph Poster Cards

60 examples of words which have the same spelling but may be used in different settings to hold different meanings. Each word used in two simple sentences to illustrate different meanings. Second color used to emphasize subject word on each card.

Milton Bradley Company, #7552

Homonym Poster Cards

30, giant-size white cards, printed in two colors on each side. 60 pairs (120) of words which sound alike but have a different meaning. Simple sentences illustrate the use and meaning of each word. Excellent for teaching spelling and building vocabulary.

Milton Bradley Company, #7510

Synonym Poster Cards

30, giant-size cards on durable white tagstock, designed to teach the reading, spelling, and use of words with the same or similar meanings. 120 different words.

Milton Bradley Company, #7513

Popular Games That Can Be Used in an Education Program

These games are popular family games which are readily available at most of the large department stores or at stores specializing in the sale of educational materials. The price range is between one and five dollars. Most of these games are for small groups and can be completed within one hour.

Games Related to Reading and Language Skills

1. Go to the Head of the Class
2. Password
3. Phonetic Quizmo
4. Probe
5. RSVP
6. Scrabble
7. Scribbage
8. Spill and Spell
9. Sentence Builder
10. Sentence Scrabble
11. Split Word
12. Tuf Abet
13. Vowel Dominoes

Games for Improving Memory, Perception, Thought Processes, and Concentration

1. Brain Drain (individual use)
2. Careers
3. Checkers
4. Chess
5. Clue
6. Concentration
7. Instant Insanity (individual use)
8. Jeopardy
9. Score 4
10. Stratego
11. Strategy
12. Pythagoras

13. Kwazy Quilt
14. Hi-Q
15. Double Hi-Q

Math Games

Arithmetic Quizmo

A fun game for valuable practice in number combinations (addition, subtraction, multiplication, and division). Contains cards for the entire class and is similar to Bingo.

Milton Bradley Company, #9309 and 9301

Quinto

A mathematical Scrabble game intended to be played using multiples of five, but which can be used for other multiples to strengthen all of the multiplication and addition facts.

J. L. Hammett Co., code 82812#GA-160

Heads Up

A fun game in which numerals and symbols are thrown on dice from which the student forms true mathematical sentences on a playing board. Involves all four operations of arithmetic.

J. L. Hammett Co., code 82804#944

Real Numbers Game

Students roll five numeral and operation cubes and compute as many numbers as possible from the set of naturals, integers, rationals, or reals. Good practice in computation.

Creative Publications, #MGP-22

TUF

Based on a number sequence, TUF is a series of games progressing from simple ones involving only the operations of addition and subtraction to more advanced mathematical operations and concepts: multiplication, division, fractions, decimals, negative numbers, number systems in other bases, ratio, proportion, percentage, and even exponential powers, fractional roots, logarithms, etc. The set contains 60 3/4-inch colored and impressed cubes, 4 blank cubes as extra replacements, 3 timers, 1 rule book, and 1 container.

Cuisenaire Company of America, Inc. #M-6

3-D Dominoes (Grades 3-6)

45 plastic game pieces which have three sections to be matched. Game includes six example charts and instructions plus a solitaire game.

Miles Kimball Company, #K4799

Radix (Grades 5-12)

Deck of 52 playing cards containing four numeration suits: base 2, base 5, base 10, and base 12. Played like "rummy" for two to four players but can be used as a solitaire game.

James W. Lang Company

Competitive Fractions Game (Grades 3-6)

A game for three to five students which reinforces a student's ability to understand and mentally add simple fractions of 1/4, 1/2, and 3/4. Moves are dictated by cards. Includes fractional pieces, playing cards, three playing boards, and instructions.

Selective Educational Equipment, Inc., #GN0439

Fraction Dominoes (Grades 3-6)

This set of dominoes consists of 28 wooden pieces to show relationships among numbered, named, and pictured fractions. For example, a circle showing a 1/3 pie section may be matched with either a domino which reads "1/3" or one which reads "one-third."

Selective Educational Equipment, Inc., #ARN612

Come Out Even (Grades 4-8)

Two decks of cards, each containing 52 cards. Students add simple fractions and find common denominators. Deck A shows halves, fourths, eighths, sixteenths; Deck B shows halves, thirds, sixths, ninths, and twelfths. The games are similar to "rummy" and are for two to six players.

Holt, Rinehart, and Winston, Inc., #COE-A and COE-B

Action Fraction Games (Grades 4-8)

Games for up to eight players designed to develop concepts and skills with fractional numbers. Players roll fraction-marked cubes. The Circles Set and Squares Set would probably be most useful.

Math Media, Inc., #M320-1

IMOUT

(Grades 4-8)

Rules are similar to Bingo, and while call cards are preferred for the faster method of playing, there is also a spinning device. Each is a game in which the entire classroom may participate at the time. (48 cards in each game.)

Addition and Subtraction
Multiplication and Division
Fractions

Imout Company

Wiff 'n Proof

(Grades 9-12)

The 36 red and blue logic cubes, three playing mats, one-minute timer, and teacher's manual provide 21 challenging games involving "well formed formulas" in logic.

Creative Publications, #MGP-28

Checkline

(Grades 1-12)

The objective of this three dimensional tic-tac-toe game for two, three, or four persons is to get four chips in a line either vertically, horizontally, or diagonally on one level or all four levels.

Creative Publications, #MGP-15

Haar Hoolim Perception Games

(Grades 6-12)

Games using the designs on the back of 36 cards require the students to visualize the cards in varying combinations in order to form patterns. Set includes a series of 15 games, three forms of solitaire, ten strategy games for two to four players, an ESP game for two to six players, and a party game.

Selective Educational Equipment, Inc., #ALP001

Aftermath

Self-explanatory booklets containing cartoons, humor, designs, puzzles, codes, and games to reinforce the curriculum. Ditto masters also available.

Creative Publications, #MEP-9

Addresses of Companies Referenced Above

Creative Publications
P.O. Box 328
Palo Alto, California 94302

Cuisenaire Company of America, Inc.
12 Church Street
New Rochelle, New York 10805

J. L. Hammett Company
Hammett Place
Braintree, Massachusetts 02184

Holt, Rinehart, and Winston, Inc.
383 Madison Avenue
New York, New York 10017

IMOUT Arithmetic Drill Games
706 Williamson Building
Cleveland, Ohio 44114

James W. Lang
P.O. Box 225
Mound, Minnesota 55364

Math Media, Inc.
P.O. Box 345
Danbury, Connecticut 06810

Miles Kimball Company
41 West Eighth Avenue
Oshkosh, Wisconsin 54901

Milton Bradley
Springfield, Massachusetts 01101

Selective Educational Equipment (SEE), Inc.
3 Bridge Street
Newton, Massachusetts 02195

JOB CORPS PUBLICATIONS SYSTEM

References:

a. Development and Maintenance

Requirements and procedures relating to the types, clearance, preparation, publication, distribution, format, revision, maintenance, etc., of Job Corps publications are contained herein and in the following referenced publications.

(1) 29 CFR 97a. 118 (Job Corps Documents - Maintenance of Center Library).

(2) ET - Job Corps Forms Preparation Handbook Employment and Training Administration Manual, Chapter 4450.

(3) ET 338 - Catalog of Job Corps Materials.

b. List of Job Corps (and related Publications)

Following is a list of all Job Corps and related publications within which are contained the requirements, guidelines and procedures necessary to the operation and management of the Job Corps program at all levels:

POLICY, MANAGEMENT, OPERATIONAL SUPPORT

ET HANDBOOK NUMBER	FORMER DESIGNATION	TITLE
JC Regulations 29 CFR Part 97a	-	Job Corps Program under Title IV of the Comprehensive Employment and Training Act.
334	-	Forms Preparation Handbook for Job Corps under CETA.
700	-	Job Corps Administrative Handbook.
701	-	Job Corps Center Operators' Guide

100

ET HANDBOOK NUMBER	FORMER DESIGNATION	TITLE
335	JCH.640	Job Corps Transportation Guide.
333	JCH.313.3	Job Corps Screening & Admission Guide.
343	JCH.343.3	Job Corps Placement Guide.
338	JCH.191	Catalog of Job Corps Materials (Forms, Test, Handbooks, Guides, Education Materials, etc.).
630	JCH.630	Corpsmember Allowances and Allotments.
820	JCH.820	Job Corps Community Relations Guide.
	-	Job Corps Financial Management (Under Development).
-	TS-180, MA ADM Manual	Property Handbook for MA Contractors.

BASIC EDUCATION

ET HANDBOOK NUMBER	FORMER DESIGNATION	TITLE
401	PM 400-1	Job Corps Education Program Guide.
402	PM 400-2	Job Corps Reading Program Manual.
402A	PM 400-2A	Job Corps Reading Program Master Index
403	PM 400-3	Job Corps Math Program Manual
321	PM 400-7	Job Corps Instructor's Training Guide for the World of Work Curriculum
324	PM 431-(TM)	Advanced General Education Program Guide (GED)
331	-	Educational Materials That Work
410	PM 400-10	Driver Education Program Guide
412	PM 400-12	Physical Development and Recreation for Job Corps CCCs
414	PM 400-14	Job Corps Film Catalog

ET HANDBOOK NUMBER	FORMER DESIGNATION	TITLE
770	-	Job Corps Vocational Skills Training Project Review Guidelines
325	JCH 400-15.2	Job Corps Occupational Training Guide (Including Training Achievement Records (TAR) Supplement; and Occupational Training Guides (OTG) Supplement)
-	PM 400-15	Work-Vocational Training Manual (CCCs)
-	PM 400-15.1	Vocational Training Manual

RESIDENTIAL LIVING/COUNSELING

ET HANDBOOK NUMBER	FORMER DESIGNATION	TITLE
404-D	PM 400-4D	You Make the Difference-in Job Corps, Every Staff Member Helps
404-E	PM 400-4E	Job Corps Residential Living Guide
404-F	PM 400-4F	Job Corps Counseling Notes (including kit and AV materials)
337	-	Center Security and Law Enforcement
370	JCH 7370	Corpsmember Conduct and Discipline
-	JCH 7330	Legal Services for Corpsmembers (Guidelines and Procedures)

INTERGROUP RELATIONS PROGRAM

ET HANDBOOK NUMBER	FORMER DESIGNATION	TITLE
419-A	JCH 400-19A	Dig It
419-B(1)	JCH 400-19B-1	Where Do You Fit In (Instructor's Manual)
419-B(2)	JCH 400-19B-2	Where Do You Fit In (Staffmembers)
419-C	JCH 400-19C	Getting It All Together (Corpsmembers)
419-D	JCH 400-19D	Doing Your Thing

HEALTH PROGRAM

ET HANDBOOK NUMBER	FORMER DESIGNATION	TITLE
330	JCH 330	Job Corps Health Program Guide.
330.1	330-A	Guide for Mental Health Professionals Participating in Job Corps.
330.2	330-B	Health Occupations Training Guide.

ET HANDBOOK NUMBER	FORMER DESIGNATION	TITLE
330.3	330-C	Health Education Program (HEP) Coordinators Guide.
Technical Supplies		
330-A	T/S "A"	Dental Program
330-B	T/S "B"	Immunization
330-C	T/S "C"	Physical Standards and Health Evaluation
330-D	T/S "D"	Mental Health
330-E	T/S "E"	Medical Transfers, Termination and Referral Process.
330-F	T/S "F"	Federal Employees Compensation Act (FECA)
-	T/S "G"	Records (Vacated-see Forms Preparation Handbook)
330-H	T/S "H"	Pregnancy
-	T/S "I"	Health Education (Vacated-see 330.3, above).
330-J	T/S "J"	Sexuality (Under Development)
330-K	T/S "H"	Death Procedures
-	T/S "L"	Mental Health (Vacated-see 330-D, above)
330-M	T/S "M"	Environmental Health
330-N	T/S "N"	Drug Program
330-O	T/S "O"	Ocular
330-P	-	Health Services Facilities (Under Development)
330-Q	_	Administrative and Authorizations - Standing Orders. (Under Development)

ANNOTATED BIBLIOGRAPHY

Ackerman, J. Mark. *Operant Conditioning Techniques for the Classroom Teacher*. Glenview, Illinois: Scott, Foresman, 1972.

A useful guide to contingency management in the classroom. 143 pages.

Alschuler, Alfred, Diane Tabor and James McIntyre. *Teaching Achievement Motivation*. Connecticut: Education Ventures, Inc., 1970.

Techniques to assist the instructor in increasing students' interest in achievement, developing potential, and in their own kind of excellence. 217 pages.

Botel, Morton. *How to Teach Reading*. Chicago: Follett Educational Corporation, 1968.

A simply written manual designed to assist the reading instructor in diagnosis, phonics instruction, specific word attack skills, selecting good resource materials, and teaching oral reading. 149 pages.

Burrichter, Arthur. *Special Techniques that Work in Teaching the Culturally Deprived*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

A useful booklet dealing with understanding the culturally different and assisting them to understand themselves. 40 pages.

Carroll, John B. *Language and Thought*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964. 118 pages.

Chalfant, James C. and Margaret A. Scheffelin. *Central Processing Dysfunctions in Children: A Review of Research*. Washington, D.C.: Government Printing Office, 1969.

A review of why some children experience difficulty in learning how to read. 184 pages.

Chall, Jeanne S. *Learning to Read: The Great Debate*. New York: McGraw-Hill Book Company, 1967.

A review of the different methods and approaches utilized between 1910 and 1965 for teaching reading, and a discussion of the advantages and disadvantages of each method. 372 pages.

Cohen, Allan S. *Teach Them All to Read*. New York: Random House, Inc., 1969.

A how-to approach to teaching the disadvantaged child. The book concerns itself with theory, materials, prevention, and remediation. 329 pages.

Costello, William. Tutor's Guide to Reading: A Manual for Teaching Remedial Reading. Hayward, California: JS2 Publishers, 1970.

An excellent manual for guidelines in using the language-experience method. The manual includes methods for diagnosis, skill emphasis, the use of phonovisual and auditory aids, and the use of games. 55 pages.

Dinnan, James. Teaching Reading to the Disadvantaged Adult. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.

Concentrates primarily on teaching reading comprehension to adults. 47 pages.

Enright, William J. and Gary S. Graham. Developing an In-House Education Component for NYC-2 Projects: Program Design, Procedures and Instructional Materials. Springfield, Va.: NTIS, 1973.

Enright, William J. and Gary S. Graham. The Development of a Comprehensive Basic Education System for Alternative Education Programs. Walnut Creek, California: Graham Associates, 1975.

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Fader, Daniel and Elton McNeil. Hooked on Books: Program and Proof. New York: Berkley Medallion Books, 1969.

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Fernald, Grace. Remedial Techniques in Basic School Subjects. New York: McGraw-Hill, 1943.

Freire, Paulo. Pedagogy of the Oppressed. The Seabury Press, New York, 1974.

A revolutionary view of the education of adults and the adult disadvantaged in the United States and around the world. 50 pages, paper.

Gall, Meredith D. and Beatrice A. Ward. Critical Issues in Educational Psychology. Boston: Little, Brown, and Company, 1974.

A collection of readings by advocates and opponents of most of the learning theories and educational technologies currently affecting teaching in the United States. From behavioral objectives to black English. c. 400 pages, paper.

Gartner, Alan, Mary Kohler, and Frank Riessman. Children Teach Children. New York: Harper and Row, 1971.

An account of the Youth Tutoring Youth Program of the National Commission of Resources for Youth. In this after-school program, underachieving Neighborhood Youth Corps enrollees tutored younger children. The book also discusses the theory of learning through teaching and discusses how to organize such a program. 180 pages.

Gentry, W. Doyle. Applied Behavior Modification. St. Louis: The C.V. Mosby Company, 1975.

A brief survey of the range of behavior modification techniques and the kinds of problems specific techniques have worked with. c. 100 pages, paper.

Gillingham, Anna and Bessie Stillman. Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship. Massachusetts: Educators Publishing Service, Inc., 1960.

Gives detailed methods on correcting all types of visual, auditory, perceptual, and multi-sensory learning disabilities. 344 pages.

Glover, John A. and Albert L. Gary. Behavior Modification: Enhancing Creativity and Other Good Behaviors. Pacific Grove, California: The Boxwood Press, 1975.

An easy-to-read, practical guide to how the teacher can introduce behavior modification techniques into the classroom, with some excellent suggestions about role-modeling, and applying behavior mod techniques to reading problems. c. 100 pages, paper.

Greenleigh Associates, Inc. Field and Test Evaluation of Selected Adult Basic Education Systems. New York: Prepared for the Office of Economic Opportunity, 1966.

Hall, Maryanne. Teaching Reading as Language Experience. Columbus, Ohio: Charles E. Merrill, 1970.

Haring, Norris G. and E. Lakin Phillips. Analysis and Modification of Classroom Behavior. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

A useful guide for the use of contingency management in the classroom. 196 pages.

Heilman, Arthur. Phonics in Proper Perspective. Columbus, Ohio: Charles E. Merrill, 1968.

A thorough discussion on how to use the phonics method for reading instruction. The book covers the purpose and limitations of phonics instruction, teaching auditory-visual discrimination and association of consonant letter-sounds, teaching vowel sounds, syllabication and alternative approaches to cracking the code. 121 pages.

Holt, John. What Do I Do Monday? New York. E. P. Dutton and Co., Inc., 1970.

Realistic approach to the wholeness of learning theory and methods to have students actively participating in the learning process.

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A collection of papers written by 24 reading specialists, linguists, sociologists, and psychologists. 267 pages.

Hunt, J. McVicker. The Challenge of Incompetence and Poverty—Papers in the Role of Early Education. Urbana, Illinois: University of Illinois Press, 1969. 289 pages.

Hutchins, Robert Maynard. The Higher Learning in America. Yale University Press, New Haven, 1936.

A critique of American institutions of higher learning, professional schools, and vocational education that reads as if it were written yesterday. By one of America's most outspoken and influential educators. 119 pages, paper.

Individualized Manpower Training System. Montgomery, Alabama: Technical Education Research Centers, 1972.

This manual may be of more interest to the program director. It gives good recommendations on staff development, organizing programs, trainee orientation, and staff training. 105 pages.

James, William. Talks to Teachers. New York: W. W. Norton Company, Inc., 1958.

A classic discussion of the role of the teacher by perhaps America's greatest psychologist, who was also a teacher. 191 pages, paper.

Johnson, Lois V. and Mary Bany. *Classroom Management: Theory and Skill Training*. New York: Macmillan Company, 1970.

The authors discuss more systematic and dynamic ways in which to understand, describe, and explain the individual and the collective behavior of students in a classroom setting. Johnson and Bany offer a training program that enables instructors to cope effectively with classroom management problems. 453 pages.

Leonard, George B. *Education and Ecstasy*. New York: Dell, 1968.

A futurist's view of what American education might look like after the year 2000. Thought-provoking and entertaining, even though some of the predictions have already begun to look a little too ecstatic. 239 pages, paper.

Levitan, Sar A. and Benjamin H. Johnston. *The Job Corps: A Social Experiment That Works*. Baltimore: The Johns Hopkins University Press, 1975.

A balanced but generally positive review of "possibly the most controversial social program inaugurated by the Great Society," with recommendations for improvement. 118 pages, paper.

Loebman, Joseph M. *Teachers' Math Supplement*. Walnut Creek, California: Graham Associates, 1975.

A guide for enriching the Job Corps/New Education Math Curriculum through games and other exercises. It could be used to supplement any programmed instruction system for math. 286 pages.

Melmed, Paul J. "Black English Phonology: The Question of Reading Interference," *Language Differences: Do They Interfere*, ed. James L. Faffney and Rogers Shuy. Newark, Delaware: International Reading Association, 1973.

An experimental study of the degree of interference in learning to read which might be attributed to learning the rules of black English before learning the rules of standard English. 16 pages.

Neff, Monroe C. and Elaine T. Paterno. *Using Real Life Materials for the Culturally Disadvantaged.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

The authors suggest the use of a variety of cross-cultural materials to assist minority groups in ascertaining practical knowledge that will enable them to function effectively in varied environments. 61 pages.

Otto, Wayne and Eunice Askov. *The Wisconsin Design for Reading Skill Development—Rationale and Guidelines*. Minneapolis: National Computer Systems, Inc., 1972.

Patterson, Gerard R. Families: Application of Social Learning to Family Life. Champaign, Illinois: Research Press Co., 1971.

An influential book about the use of behavior modification techniques at home with implications for its use in other residential and group-life settings as well as in the classroom. 143 pages, paper.

Peterson, Gene B. and Thomas F. Drury. Basic Education in Manpower Training Programs. Washington, D.C.: Bureau of Social Science Research, Inc., 1972.

Pope, Lillie. Guidelines to Teaching Remedial Reading to the Disadvantaged. New York: Book-Lab., Inc., 1971.

An excellent, simply written book for tutors who may not have a thorough background in reading instruction. 125 pages.

Popham, James and Eva Baker. Planning an Instructional Sequence. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

This book focusses on selecting and stating instructional goals. The information offered on how to establish pupil performance standards is particularly useful. 126 pages.

Popham, James and Eva Baker. Systematic Instruction. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

Designed to assist the instructor in establishing instructional objectives, instructional activities, classroom management techniques, and evaluation procedures. 161 pages.

Raths, Simmons, Harmon. Values and Teaching. Columbus, Ohio: Charles E. Merrill, 1966.

Demonstrates unique methods of how to help students begin to establish and clarify their value systems in the learning environment.

Rivlin, Alice and Michael Timpane. Planned Variation in Education: Should We Give Up Or Try Harder? Washington, D.C.: The Brookings Institution, 1975.

An evaluation and discussion of educational intervention strategies of the past, what has been learned, and what are the future prospects of success. 76 pages, paper.

Rosenbaum, Peter S. Peer-Mediated Instruction. New York: Teachers College Press, 1973.

Schubert, Delwyn and Theodore Torgerson. Improving the Reading Program. Iowa: William Brown Company Publishers, 1972.

Gives many practical suggestions for organizing or teaching in a remedial education program. 379 pages.

Sherman, A. Robert. Behavior Modification: Theory and Practice. Monterey, California: Brooks-Cole Publishing Company, 1973

A survey of the theory and practice of behavior modification, including some of the problems, ethical and practical, that have been encountered. c. 100 pages, paper.

Smith, Edwin and McKinley C. Martin. Guide to Curricula for Disadvantaged Adult Programs. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Discusses all aspects of working with the adult student in a remedial education program with many feasible specific recommendations. 64 pages.

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An excellent theoretical review of fundamental aspects of the skill of reading and what is involved in learning to read. 239 pages.

Systems Development Corporation. Job-Related Adult Education. Falls Church, Virginia: 1971.

A review of exemplary job-related adult basic education programs. Prepared for the Evaluation Division, Office of Economic Opportunity, Washington, D.C. 120 pages.

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A thorough booklet covering all aspects of teaching the disadvantaged adult and organizing an education program. 95 pages.

Wagner, R. H. and C. C. Arnold. Hanbook of Group Discussion. New York: Houghton Miflin, 1965.

Suggestions for conducting group discussions. 285 pages, paper.

Walther, Regis H. An Education Model for Manpower Programs: A Manual of Recommended Practices. Manpower Research Projects, The George Washington University, Grant No. 42-11-71-06, Manpower Administration, U.S. Department of Labor, February 1975.

A summary of experience with Job Corps materials and a survey of the use of various remedial techniques with disadvantaged populations. A major resource for this guide. 110 pages.

Walther, Regis H., Shirley E. Cherkasky, and Margaret L. Magnusson. The Accelerated Learning Experiment: An Approach to the Remedial Education of Out-of-School Youth. Bethesda, Maryland: ERIC Document Reproduction Service, 1972.

Walther, Regis H., Margaret L. Magnusson, and Shirley E. Cherkasky. A Study of the Effectiveness of Graham Associates' Demonstration Project on NYC-2 Education Programming. Springfield, Virginia: NTIS, 1973.

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